DOCUMENT RESUME

ED 106 294 SP 009 209

TITLE	A Survey of Teachers and Principals: Grade 3. State Assessment of Educational Progress in North Carolina, 1973-74.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.
PUB DATE	[75]
NOTE	111p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Educational Assessment; Educational Change; Elementary Education; *Elementary School Teachers; Grade 3; *Principals; Progressive Education; Standards; *State Surveys; *Teacher Attitudes
IDENTIFIERS	*North Carolina

ABSTRACT

This report focuses on results from teacher and principal questionnaires administered in each of the schools included in the 1974 third-grade state assessment program. According to the introduction, the program began a three-year cycle of assessment in grades 3, 6, and 9 and was designed to collect a broad base of information on educational needs from students, teachers, and principals. The report is divided into two sections: (a) the primary and elementary teachers' questionnaire, and (b) the primary and elementary principals' report. Each section includes a summary of highlights and a detailed presentation of results. Conclusions drawn from the study indicate that (a) elementary teacher attitudes are good; (b) teachers consistently report good performance from principals; (c) teachers desire help with special education problems; (d) more practical inservice programs are needed; (e) additional funds for supplies and materials should be allocated; and (f) there is a need for support personnel. Apprendixes include the following: (a) a sample teacher questionnaire; (b) a sample school information questionnaire; (c) summary response data elicited from the questionnaires and (d) assumptions and calculations regarding spending on teacher benefits, new personnel, and institutional materials. (JS)

ED106294

GRADE 3

A SURVEY OF TEACHERS AND PRINCIPALS

STATE ASSESSMENT OF EDUCATIONAL PROGRESS IN NORTH CAROLINA, 1973-74

DIVISION OF RESEARCH / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH 27611

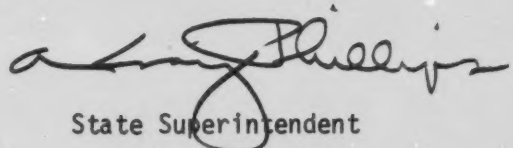
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOREWORD

As one of the ways to improve the quality of public education in the State, personnel in the State Department of Public Instruction conduct an annual assessment of educational performance. This assessment provides educational decision makers with accurate and objective information for planning and administering the State's public elementary and secondary schools.

This year, a series of reports will be released on the performance of third-grade students. The reports will include reading, mathematics, language arts, social studies, science, cultural arts, health, and physical education. Also, special surveys on teachers' and principals' opinions of education will be released. All of this information should also help the general public to be better informed about the status of their schools on a statewide basis.

Aware of the fact that patrons and educators at the local school level also wish to know more about the quality of education in their schools, the State Department of Public Instruction is initiating a program to assist local school personnel to conduct assessment programs. Constructive use of this information, as well as statewide data, will insure continuing progress in providing appropriate learning experiences for all children and youth in North Carolina.



State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

In any major comprehensive effort such as the current Statewide Assessment of Education, it is impossible to recognize all individuals and groups who have made significant contributions. It is appropriate, however, to recognize a number of groups and agencies that have provided major services in this effort.

Were it not for the support of the members of the State Board of Education, funds and other resources would not have been allocated for the assessment program. The leadership provided by members of the Board is especially appreciated.

Special acknowledgments go to the personnel in the local school systems who cooperated and assisted with the assessment effort. The superintendents, the support staff, the principals, and the teachers proved to be accommodating and professionally dedicated in every respect. Their assistance was invaluable.

The Research Triangle Institute should be highly commended for assistance provided in several technical areas of the assessment.

The staff members from the Divisions of Reading, Language Arts, Mathematics, Science, Cultural Arts, Social Studies, and Health and Physical Education were vitally involved in the selection and development of tests for the assessment. Without their efforts, the comprehensiveness of the assessment would have been severely limited.

Finally, special appreciation is expressed to staff members in the Division of Research who successfully coordinated and completed this major assignment in a most efficient manner.

Wm. J. Brown Jr.

Director of The
Division of Research
Department of Public Instruction

H. T. Corner

Assistant Superintendent for
Research and Development
Department of Public Instruction

PREFACE

As part of his total effort to initiate better management techniques, the State Superintendent of Public Instruction indicated in 1970 that more and better information was needed for state-level planning. He initiated the State Assessment of Educational Progress in response to that need.

The assessment program was a collaborative effort from the beginning. Many levels of the education community contributed suggestions. Funds and services for the program were obtained from local, state, and federal sources. Cooperation among local and state components of the public school system and the nationally respected Research Triangle Institute was the backbone of the assessment. There was an open exchange of ideas, experiences, and services.

As a result of these cooperative relationships, the first State Assessment of Educational Progress took place in the spring of 1972 with minimal disruption to school programs. A statewide sample of sixth graders participated by completing exercises in reading, mathematics, language arts, career awareness, and several dimensions of student attitudes.

At the recommendation of the State Board of Education, the 1973 Legislature voted to fund the assessment program annually as part of the budget of the State Superintendent of Public Instruction. Concurrently, an advisory committee of legislators, businessmen, students, parents, and educators was formed to assist the State Board and the State Department of Public Instruction on aspects of statewide assessment and accountability.

A three-year cycle of assessment in grades three, six, and nine was established, beginning in 1974 with the State Assessment at the third grade. In the 1974 assessment information was collected from teachers and principals as well as students. Student performance measures were taken in language arts, mathematics, cultural arts, reading, science, social studies, health, and physical education. Reports are now being prepared on the results.

TABLE OF CONTENTS

INTRODUCTION TO THE NORTH CAROLINA STATE ASSESSMENT

Information and Decision Making..... 1
Focus of the Report..... 2
Characteristics of the Sampled Schools..... 2
How Results are Reported..... 3
Organization of the Report..... 3
Preparing to Read the Report..... 3

SECTION I: PRIMARY AND ELEMENTARY TEACHERS REPORT

Characteristics of the Sample..... 7
Highlights of Results of Teacher Questionnaire..... 9
In-Depth Results on Teacher Questionnaire..... 11

SECTION II: ELEMENTARY PRINCIPALS REPORT

Characteristics of the Sample..... 25
Highlights of Results of School Information Questionnaire 27
In-Depth Results of School Information Questionnaire 29

APPENDICES

A. Teacher Questionnaire..... 39
B. School Information Questionnaire..... 53
C. Summary Response Data - Teacher Questionnaire..... 65
D. Summary Response Data - School Information Questionnaire..... 79
E. Assumptions and Calculations on Question 10 Regarding Spending on Teacher Benefits, New Personnel, and Institutional Materials.....113

TABLE OF CHARTS

APPENDIX D

Percentage of Sampled Schools' Population Living in Three Types of Communities
Percentage of Sampled Schools Having Various Percentages of Black Students
Number of Sampled Principals Whose Schools Include Various Grades
Principals' Judgment of Their Capabilities in Major School Program Areas
Principals' Judgment of Their Training in Major School Program Areas
Principals' Judgment of Teachers' Capabilities in Certain Subject Areas
Principals' Judgment of Teachers' Capabilities in Dealing With Various Types of Students, Techniques, or Problems
Comparison of Principals' and Teachers' Ratings of Teachers' Capabilities in Certain Subject Areas
Comparison of Principals' and Teachers' Ratings of Teachers' Capabilities in Dealing with Various Types of Students, Techniques, or Problems
Principals' Perceptions of Three Greatest Educational Needs in Grades K-3
Percent of Principals Indicating Handicaps of Effective Teaching in Various Subject Areas
Principals' Rating of Existing Supplies and Materials
Principals' Judgment of Need for Special Instructional and Support Personnel
Comparison of Principals' and Teachers' Judgment of Teachers' Capabilities and Need for Special Instructional and Support Personnel
Principals' Judgment of Adequacy of Their School Facilities and Related Areas
Ranking of Principals' Judgment of Adequacy of Their School Facilities and Related Areas
Percent of Principals Reporting Use of Promising Practices by at Least One Teacher in the School
Growth of Promising Practices from 1969-70 to 1973-74 According to Principals
Comparison in the Use of Promising Practices Between 1970-71 and 1973-74
Percent of Principals Reporting Approaches Used in Regular and Special (or Title I) Reading Programs
Principals' Estimate of the Number and Duration of Reading Sessions in Typical Third-Grade Class During an Average Week
Principals' Report of the Turnover Rate for Four Major School Personnel Areas
Principals' Judgment of Job Training for Four Major School Personnel Areas

Table of Charts continued

Principals' Estimate of the Amount Required to Replace or Repair School Property Damaged by Vandalism
Percent of Principals Reporting Their School Facilities Were Used During This Past Summer
Percent of Principals Who Have Principals' Certificate
Percent of Principals Indicating that North Carolina Should Move Toward Year-Round School Programs
A Comparison of Teachers and Principals on How They Would Spend New Educational Monies
Percent Rank According to Degree of Change in Use of Promising Practices From 1970-71 to 1973-74.

INTRODUCTION

Information and Decision Making

> The importance of education to various dimensions of national development and to individual welfare has been thoroughly documented. However, to provide educational opportunities as abundantly as educationalists and social scientists would urge is beyond the economic resources of even the richest nation. Increasing the efficiency with which educational resources are allocated is therefore imperative [Golladay, 1970, p. 9].

The basic theme of this message is familiar to those who must face the issues of finance, taxation, and distribution of educational opportunity. A look at North Carolina's share of the nation's economic and educational resources will reveal that this state is somewhat disadvantaged.

	North Carolina's Rank
Per Capita Income	39
Per Family Income	44
Households with cash incomes of $3,000 or less	10
Percentage classified rural	5
Education level (population age 25 and over)	46
Percentage high school graduates	47

Despite these problems, North Carolina has a past and present record of focusing on education as a means of providing each generation of citizens the skills and experiences necessary for a successful life. This has required that a large proportion of the state's resources be allocated to public, community college, and higher education.

	North Carolina's Rank
Per capita expenditures for community colleges and higher education from state and local sources (71-72)	26
Per capita expenditures for public schools K-12 from state and local sources (71-72)	47
Per pupil expenditure (K-12) (72-73)	39
Taxes per $1,000 personal income (71-72)	37

In order that resources may continue to be allocated wisely, North Carolina decision makers want and need as much objective information for good planning as can possibly be obtained. Therefore, the assessment program has been designed to collect a broad base of information on educational needs from students, teachers, and principals as well as socioeconomic factors known to be related to educational progress. The failure to obtain information from any of these sources would lead to an incomplete picture, as well as a weak perspective on the efficiency and effectiveness of the educational efforts .

Focus of the Report

This report focuses on results from teacher and principal questionnaires which were administered in each of the schools included in this year's third-grade assessment.

Characteristics of the Sampled Schools

In order to make the best possible use of the questionnaire responses, it is necessary to keep in mind that almost one half of the sampled schools serve students who live in communities with a population of less than 2,500 and that only approximately one third of the schools are located in communities whose populations are between 2,500 and 50,000. From these figures it is quite clear that the majority of K-6 students are from rural areas.

In addition to being rural, the typical sampled school population is 30 percent black and 70 percent white, which is identical to the state student population ratio. Another interesting characteristic of the sampled schools is that only one half of one percent of these schools report that they are in their first year of operation. These facts clearly indicate that North Carolina's K-6 schools are different in many ways from schools in other states.

All the principals of the 618 sampled schools returned school questionnaires. These responses represent about 43 percent of all elementary teachers and 44 percent of all elementary principals in North Carolina.

How Results are Reported

Results from the survey are reported in terms of the "typical" or "average" response of teachers and principals. It is obvious that characteristics differ among teachers and among principals and that there is no "typical" teacher or principal. Within a single school, some teachers and principals are just beginning while others have been on the job for many years. One teacher is a good instructor in mathematics; another excels in reading. Nevertheless, in order to communicate the results clearly and simply, it is necessary to report the average response. It is important to remember that it took a wide range of responses to produce the average response reported for each issue.

Organization of the Report

The remainder of the report is divided into two sections: 1) primary and elementary teachers' questionnaire and 2) primary and elementary principals' report. Each section includes a summary of highlights and a detailed presentation of results, which should provide greater insight for analysis and interpretation. Additional detail may be found in the appendices, which includes copies of each questionnaire and summary response data for each item.

Preparing to Read the Report

Before examining the questionnaire results, it might be valuable for the reader to consider how he or she thinks the principals and teachers in North Carolina responded to certain questions. Some readers tend to accept survey results as their own opinion because they know a good case can be made

for both sides of any issue or because they want to be on the majority side. That is, unless they decide on their own viewpoint before they see how the majority votes, their judgment tends to be swayed by majority opinion. When looking at results of public opinion polls, readers often say things like: "Well, I could have told you that," "Obviously, that had to be the way people would see it," or, "See, I told you that you were wrong," rather than, "Gosh, that really surprises me," or "Why would they say that?"

As a check against this human tendency, it is recommended that the readers of this report take a few moments to predict how teachers and principals actually responded to various questions listed below. This would provide the reader with a better perspective from which to view the results.

Do not consider this as a flippant request but rather as a serious effort to provide a better perspective to what North Carolina's elementary and primary teachers think. Below are the questions which should be answered before looking at the summary page.

1. Are K-6 teachers happy with their jobs? YES ___ NO ___
2. Is teacher pay adequate? YES ___ NO ___
3. Will teachers agree that other teachers in their school do little toward improving their instructional efforts? YES ___ NO ___
4. Will they feel the extended term is helping them provide better instruction? YES ___ NO ___
5. Do these teachers feel their principal is a good leader? YES ___ NO ___
6. Is the comfort of the classroom (particularly temperature) inadequate for students? YES ___ NO ___
7. Will they report that inservice programs in their district are a waste of time? YES ___ NO ___
8. Will teachers report they need help in the basic areas of reading, mathematics, language arts, science, and social studies? YES ___ NO ___

9. Will they report they need help in P. E., music, art, cultural arts? YES ___ NO ___

10. If K-6 teachers were given the power to spend all new monies on the three areas of: teacher benefits, new personnel, and supplies and materials, what percent of each of these new dollars would they invest in each?

Teacher Benefits _____

New Personnel _____

Supplies and Materials _____

Total 100%

11. Will principals feel that teachers need help in reading, math, etc.? YES ___ NO ___

12. Will principals feel that teachers need help in P.E., cultural arts, etc.? YES ___ NO ___

13. If principals were given the power to invest on the same three areas, how would they invest?

Teacher Benefits _____

New Personnel _____

Supplies and Materials _____

Total 100%

14. Which of the following is the greatest handicap to effective teaching in reading, mathematics, and language arts in the elementary and primary grades?

Room Facilities _____

Supplies and Materials _____

Teacher Knowledge _____

Training _____

Student Interest _____

Teacher Interest _____

Specialists to Help Teachers _____

Lack of Good Curriculum _____

A copy of the teacher questionnaire is included in Appendix A, and the principal questionnaire is found in Appendix B. The reader may wish to complete each of the questionnaires, as did some 12,000 teachers and 618 principals.

Other assessment reports contain information on student performance and the surrounding socioeconomic factors. Until each of these reports is read, the whole story available through assessment information will not be known.

SECTION I: PRIMARY AND ELEMENTARY TEACHERS' REPORT

The results reported in this section were based on a summary of responses to a 159-item questionnaire which was designed to obtain information in the following areas:

1. Teachers' attitude about their profession,
2. The relationship between teachers and principals,
3. Teachers' judgment of their capability in classroom instruction,
4. Teachers' comments on inservice education,
5. Teachers' needs, and
6. Teachers request for time during school day apart from students.

It required some thirty to forty-five minutes for teachers to complete the questionnaire.

Characteristics of the Sample

Over 90 percent of the elementary teachers (K-6) from the 618 sampled schools responded to the questionnaire. This included 11,500 regular classroom teachers and 1,375 special teachers (library, P.E., reading, etc.). The figures below present a summary of background characteristics (sex, race, and years of experience) of the teachers who responded.

SEX:	Female	96%	Male	4%		
RACE:	Black	22%	Indian	1%	White	77%
EXPERIENCE:	1 Yr.	9%	2-13 Yrs.	53%	14-25 Yrs.	22%
	Over 25 Yrs.	15%				

Highlights of Results

After the sample of schools for the third-grade assessment had been selected by the nationally known Research Triangle Institute, every teacher (classroom or special) and librarian for grades K-6 within the sampled schools was given a 159-item confidential questionnaire. Representing a 90 percent return rate from the 618 schools, 12,875 educators, including 11,500 classroom teachers, revealed some major facts about themselves.

ELEMENTARY TEACHER ATTITUDE IS GOOD! While half (52%) said they are working harder than in the past, almost 9 out of 10 (88%) reported they are personally satisfied with their teaching experience. These educators judge their fellow teachers to be dedicated professionals (78%) who are working to improve their instructional efforts (72%). However, the K-6 teachers were concerned about the low percentage of male teachers at the primary and elementary levels and about the number of students having a poor attitude toward learning. While split on the adequacy of teaching salary, three out of every four teachers were grateful to the legislature for the extended term which they reported is helping them provide better instruction. Most teachers feel that they receive adequate information from their school districts about the districts' activities. In short, K-6 teachers were getting along well with each other and with their teaching situations this spring.

TEACHERS GIVE PRINCIPALS GOOD MARKS. North Carolina's elementary teachers consistently reported good performance from principals. Seventy percent of these teachers felt principals spend an adequate amount of time on instructional leadership. Almost two thirds (64%) felt teaching is improved through principals' evaluation of their teaching. Similarly, 67% felt the proper atmosphere for learning exists in their schools, and almost three out of every four (74%) of these K-6 teachers felt their principals encourage them to try new instructional procedures. The working relationship at the classroom level was seen as cooperative by an overwhelming majority (88%). Thus, teachers reported that their principals provide a good atmosphere for professional growth and improvement.

ELEMENTARY TEACHERS FEEL CAPABLE IN THE BASICS BUT NEED HELP WITH THE SPECIAL NEEDS OF SOME CHILDREN. Teachers were asked, "Are you capable in your job? Do you need some help? Were you well trained for your job?" They reported that they feel capable and adequately trained to meet the needs of their students in the foundation subjects such as reading, mathematics, language arts, science and social studies. In the reading category, for example, 40% felt "very capable"; 47% felt "capable"; only 8% "needed some help"; and less than 1% of these elementary and primary teachers felt they "needed a great deal of help." These same teachers were much less prone to rate themselves as "capable" or "very capable" in areas such as physical education, music, art and other cultural arts activities.

Because North Carolina's share of the national economic and educational wealth is not proportionate to its size, many of the state's youngsters are disadvantaged when compared with the "typical" child nationwide. Special learning problems are associated with such disadvantages. Teachers indicated a need for help (70%) with these children who have special learning problems. Over one third strongly felt they need help from someone who could demonstrate new classroom techniques for meeting these needs, such as teaching using the open classroom technique (37%) or teaching a multiaged group (33%).

INSERVICE IS HELPFUL; LET'S MAKE IT BETTER. Primary and elementary teachers regarded staff development programs in their districts as beneficial (58%) and workshops as helpful (64%) but suggested that these programs for instructional improvement could be somewhat improved. These teachers preferred demonstrations of teaching methods (53%) or practical workshops emphasizing ideas for implementing programs (60%) instead of working on curriculum guides or attending workshops about new textbooks.

WHAT'S ON THE TEACHER WISH LIST? OR HOW WOULD 12,000 K-6 EDUCATORS INVEST NEW MONIES, IF ASKED? There seem to be four major needs expressed by these teachers: time apart from students, materials other than textbooks, teaching specialists or assistants, and a salary-benefits package for teachers. They would invest 25¢ out of every new educational dollar for material and supplies to be used in the classroom. Many (71%) are now spending personal funds for materials.

In addition to the 25¢ for materials, they would spend 29¢ of each new educational dollar for additional specialists and support personnel. Of this 29¢, 26% was assigned to hire specialists at the school level in areas such as music, art, P.E., cultural arts,and reading. Another 26% of this 29¢ would be spent in a general reduction of class size. Fifteen percent of the 29¢ would be used for support personnel such as teacher aides (74% of these teachers expressed a great need for such assistance), teacher clerical help (64%), school psychologists (63%) as well as library personnel.

The remaining 46¢ of each new educational dollar would be used in salary increases and benefits for teachers. The majority of this money would be spent for a package which includes: annual raises (44%), increased fringe benefits (21%), and increasing paid work days (10%).

TEACHERS NEED TIME APART FROM THE STUDENTS DURING SCHOOL HOURS. Many K-6 teachers indicated they are with their children continuously from the beginning to the end of the school day, including lunch time. There was a very strong request for some time apart from students during the day for rejuvenation as well as for planning and evaluation (94%) or for planning time during the day (70%). Four out of five teachers (81%) felt strongly that a school needs rooms where teachers can work in privacy.

WHAT'S THE MESSAGE? North Carolina's primary and elementary teachers are hard-working professionals who are satisfied with their situation and working relations with their principals. They feel sound in teaching the basics of these grades but could use some help in meeting the special learning needs of some 5-11 year old students. Finally, these K-6 teachers generally agree on four basic needs: (1) time apart from students; (2) a salary-benefits package; (3) teaching specialists and classroom assistance; and (4) supplies and materials.

In-Depth Results

This particular section is of special interest to those individuals who need greater depth than the preceding highlights provide. In addition, various levels of detail which amplify the preceding highlights will be prepared and distributed as future needs dictate.

The technical detail within this section is of two types. The first type is basically a presentation of the summary data supported by percentages of K-6 teachers who made a response to each choice. The reader is warned that the percentages shown with these items do not add up to 100 percent because there has been some "rounding off" to whole numbers. Furthermore, each teacher was asked to leave the question blank if he or she (1) did not understand the question and/or did not know the answer, (2) did not believe the question applies to him or her, or (3) did not wish to answer the question. Therefore, several possibilities for blank responses on any item existed.

The second type of technical detail is narrative and is used when a general topic spans several questions. When data are presented in this manner, the reader is directed to the appendices for actual item response data.

TEACHERS REPORT ON ATTITUDES ABOUT THEIR PROFESSION

> Teachers are working harder than in the past but are personally satisfied with their teaching situation. They judge their fellow teachers to be professionals working in an atmosphere which supports improvement of their instructional efforts.

An important element in assessing where North Carolina stands in education is information on how teachers view working conditions. The

Teacher Questionnaire was designed to obtain some of that information. Here are the results of such questions with the actual percentages indicated:

	% Strongly agree	% Agree	% Not Certain	% Disagree	% Strongly disagree
I am working harder than in the past but without adequate assistance.	18	34	14	22	2
The teachers in this school do little toward improving their instructional efforts.	2	6	16	52	20
Many of my students have a poor attitude toward learning.	17	32	6	36	5
The extended term provided by the legislature is helping me to provide better instruction.	34	41	13	6	2
There should be more male teachers in the primary and elementary grades.	47	38	10	4	1

	% Very Adequate	% Adequate	% Inadequate	% Very Inadequate
The personal satisfaction you get from your teaching experience.	36	52	8	1
Sense of professionalism among teachers of this school	16	63	15	3
Information you receive about the current activities within your school unit	15	62	16	3

	% Very Adequate	% Adequate	% Inadequate	% Very Inadequate
The salary you receive for your teaching.	2	38	47	9
General student attitude toward learning in this school	6	56	28	6

In summary, teachers appeared satisfied with working conditions. However, they suggested the need for more male teachers and advised parents and citizens that many very young students have a poor attitude toward a critical element in their lives - learning.

TEACHERS REPORT ON PRINCIPALS

> The overwhelming majority of teachers in grades K-6 report a good working relationship with their principal.

In order to determine how teachers feel about their principals, a series of questions was carefully designed. Results show that the "typical" principal's performance was, in the main, satisfactory. In fact, responses were 70 percent favorable and 14 percent unfavorable.

Responses to the five following questions are illustrative:

	% Very Adequate	% Adequate	% Inadequate	% Very Inadequate
Time your principal spends on instructional leadership	15	55	17	7

	% Strongly agree	% Agree	% Not certain	% Disagree	% Strongly disagree
I do a better job of teaching as the principal and others who evaluate my teaching make constructive suggestions for change.	12	52	18	9	1
The proper atmosphere for learning exists in my building.	25	56	16	12	3
I am encouraged by my principal to try new instructional procedures	23	50	10	10	3
The principal in this school is cooperative in working with me.	46	40	6	5	2

In short, teachers of the formative primary and elementary grades stated that constructive relationships exist between themselves and principals and that these relationships encourage professional growth and development.

TEACHERS REPORT THEIR STRENGTHS AND SPOTLIGHT AREAS FOR FUTURE DEVELOPMENT

> North Carolina's K-6 teachers feel they are capable and adequately trained to assist students in the foundation areas. They would like some help in solving special learning problems which some North Carolina youngsters have.

Another important element of the assessment process is information on how well trained and capable teachers are in assisting their students in the basic areas of instruction. Until planners know which areas need improvement, they cannot make needed changes through staff development programs. Therefore, information was gathered on teachers' perceptions of their capabilities in order to improve North Carolina's teacher training and inservice efforts.

Eight to thirteen years of experience on the job molded the reply of the "typical" teacher who responded. Teachers reported that they feel capable in the basic subject areas such as reading, mathematics, science, social studies, and language arts. Less than 13 percent of the K-6 teachers responded that they need "some help" or "a great deal of help" in assisting students in reading for example. The replies for twenty-three areas are included in Appendix C.

Training in the basic skills was also judged as adequate or better than adequate by most of these teachers. Information on training in social studies is typical: 41 percent felt their training was excellent or good; 43 percent felt adequately trained; and only 9 percent felt their training had been poor or inadequate. Complete responses for thirteen areas of training are also included in Appendix C.

These same teachers were much less prone to rate their competence or training as highly in physical education or cultural arts as in the basic skills. In fact, the difference is almost 40 percent between the number of teachers feeling competent in basic skills and the number of teachers feeling competent in physical education and cultural arts. This means that nearly half of these K-6 teachers indicated they need some help in the latter areas.

This does not imply that teachers know all they need to know about teaching the basic skills. For instance, although 86 percent of the teachers indicated that they need no help in teaching mathematics, 79 percent of the teachers said their training was less than adequate in the teaching of the metric system. There is no actual conflict between those findings. The teachers said they are competent and well trained

but need assistance in newly emerging practices, such as the teaching of the metric system.

Teachers of the primary and elementary grades indicated a need for help with counseling students with social and emotional problems (41 percent of teachers agree) and with teaching children with learning problems (69 percent), physically handicapped children (53 percent), and migrant students (33 percent).

Many children in this state are born into disadvantaged circumstances when compared with the "typical" child nationwide. That is, the education level of their parents, the economic foundation for their family, and the general rurality in this state are certainly not conducive to development of full potential. Special learning problems are often associated with such disadvantagement.

In order to meet the wide range of special and regular needs within a single classroom, new techniques have been developed. Teachers expressed some need for assistance with these promising techniques. Examples include: multiaging of students (36 percent of teachers expressed a need for help), individualization of instruction (27 percent), and the open classroom concept (37 percent).

In summary, teachers reported positive perceptions of their competency and training in the basic skills' area. However, they indicated a need for help in physical education and cultural arts, in teaching exceptional and migrant children, and in dealing with new techniques and practices.

TEACHERS REPORT ON INSERVICE

> Teachers find present inservice activities helpful and suggest that future programs emphasize practicality by demonstrating newer techniques and providing ideas for implementation.

According to North Carolina educators working in grades K-6, the limited funds available for staff development have been well used in most districts.

For instance, they report:

	% Very Adequate	% Adequate	% Inadequate	% Very Inadequate
Availability of beneficial inservice activities	8	58	25	5

	% Strongly agree	% Agree	% Not Certain	% Disagree	% Very Inadequate
The inservice and workshop activities in my district offer practical ways to improve instruction	14	50	16	13	3
Most of the inservice programs within this district are a waste of time	5	12	22	44	12

A final, related question asked teachers was how State Department of Public Instruction consultants could best help them develop and maintain strong programs. They were asked to mark two of seven possibilities. From highest to lowest, the rankings were:

RANK	PROCEDURES	YES	NO
1	Provide teacher workshops emphasizing ideas for implementing programs	60%	29%
2	Conduct demonstrations of teaching methods	53%	35%
3	Provide resource material for curriculum development	41%	46%
4	Conduct workshops using newly adopted textbooks	30%	56%
5	Provide a list of proven successful programs in my area of the state	19%	64%
6	Supply state curriculum guides	19%	65%
7	Review and evaluate programs	15%	68%
8	Other	4%	63%

TEACHERS REPORT THEY NEED HELP IN FOUR AREAS

> The four major needs expressed by teachers include: Time apart from students, instructional materials other than textbooks, teaching specialists or assistants, and a salary-benefits package for teachers.

Many people who want to improve public education have preconceived notions of how that should be done and what teachers need. This questionnaire offered many opportunities for teachers to express their feelings and dispel preconceived ideas about their needs.

In this section responses to several questions having a common theme are presented together for the sake of clarity. Readers desiring further information are referred to the Appendix C where the percentages of all the responses are presented.

Information on teachers' needs came from replies to the three following questions:

1. Which of nine factors is the greatest handicap or obstacle to your teaching in the following ten areas: reading, language arts, social studies, mathematics, music, science, physical education, art, other cultural arts, health?

2. How would you invest new money in three broad areas: 1) teacher benefits, 2) new personnel, and 3) instructional supplies?

3. How would you rate the following personnel (specially trained teachers and special support) as to your need for their services in helping you or your school meet the needs of your students?

Possible obstacles listed were inadequacies in or absences of the following: space, well-designed curriculum, student interest, teacher interest, inservice training, knowledge of the subject, teaching specialists, and supplies and materials. The largest agreement (25 percent of teachers) was that the greatest handicap in the teaching of academic

subjects is lack of supplies and materials. Responses to the "money" question (see Appendix D for assumptions used in determining these figures) show that teachers are "putting their money where their mouth is." When given a choice, teachers said they would put approximately 25¢ of every new dollar into instructional materials and supplies. Furthermore, they indicated there is a variety of equally important needs to be met with materials-and-supplies money. This was shown by the fact that teachers invested about the same amount on six of nine possible choices, a pattern which perhaps indicates a need for general support rather than categorical aid. The six choices were:

Type of Materials and Supplies	Estimated Percentage of Any Money Spent on Materials and Supplies, as Recommended by Teachers
. Classroom equipment	16%
. Basic supplies	16%
. Printed supplemental materials	15%
. Learning center materials	13%
. Programmed materials	13%
. Learning center equipment	13%

The need for more materials and supplies is further shown by the fact that 71 percent of the teachers agreed that they "spend personal funds for instructional items for which they are not adequately reimbursed."

Another subject relates to the need for new personnel, including both teaching specialists and non-teaching support personnel. Some 16 percent of these teachers revealed the lack of specialists as the greatest obstacle to the teaching of reading but only 6 percent expressed a similar need in the other academic areas. The lack of specialists as the greatest handicap in the areas of music, art, other cultural arts and physical education was noted by 28 percent of the teachers. This information is consistent with the fact

that teachers in grades K-6 did not consider their competency entirely adequate in these same areas.

Responses to the "rating for need in new personnel" question support the need for specialists. The following rankings indicate the priority needs for teacher specialists. These rankings were based on the percentage of teachers stating a great need or a very great need for specialists in ten areas of the elementary curriculum.

Rank	Areas in Which Teacher Specialists Are Needed	Percentage of Teachers Indicating Great Need or Very Great Need
1	Music	48
2	Art	48
3	Physical Education	45
4	Dance-Movement-Drama	45
5	Reading	33
6	Science	20
7	Language Arts	15
8	Mathematics	15
9	Health	9
10	Social Studies	8

In the second part of this question, the relative need for nine types of support personnel was determined. Below are the results which are found when a similar ranking scheme is used.

Rank	Support Personnel	Percentage of Teachers Indicating Great Need or Very Great Need
1	Teachers aides (volunteer or paid)	74
2	Teacher clerical help	64
3	School social worker, school psychologist	63
4	Student counselors (testing, etc.)	52
5	Media technicians (make visuals, tapes)	50
6	Health specialist (nurse, etc.)	48
7	Library personnel	43
8	Librarians or media coordinators	40
9	School secretaries	38

Returning to the "money" question, the teachers stated they would invest 29¢ of the educational dollar on new personnel. This amount is similar to the amount placed on materials and supplies (25¢). However, the pattern of the new-personnel allocation is different from that of the materials-and-supplies allocation because priorities are clear in the former but not in the latter. Top priorities in terms of investment for new personnel were: teaching specialists, reduction in class size through the addition of new teachers, support personnel, and released time for professional and program improvement. With seven possible choices related to new personnel, the spending priorities and estimated percentages were as follows:

Rank	New Personnel	Estimated Percentage of Any Money Spent on New Personnel, as Recommended by Teachers
1	Specially trained teachers for the school (science, reading, P.E., etc.)	26
2	Reduction of class size -- i.e., new teachers	26
3	Support personnel for the school for teacher clerical help, counselors, etc.)	17
4	Released time for curriculum evaluation, visitations, teacher planned workshops	12
5	Specialists to develop and evaluate new curriculum for slow learners	9
6	District specialists in reading, language arts, science, math	5
7	Other	4

These priorities imply that teachers believe education can be improved with the assistance of new personnel, removal of some clerical burdens, and attention being given to special needs of North Carolina youngsters.

As discussed earlier, teachers said they would invest 25¢ of each new dollar on materials and supplies and 29¢ on new personnel. The balance of 46¢ per dollar would be allocated to teacher benefits.

Given eight possibilities, teachers chose to invest the 46¢ as follows:

Rank	Teacher Benefit	Estimated Percentage of Any Money Spent on Teacher Benefits, as Recommended by Teachers
1	General raise in annual salary	44
2	Increase fringe benefits (sick leave, insurance, retirement, etc.)	21
3	Increase number of paid work days (without students)	10
4	Raise minimum salary of starting teachers	7
5	Pay expenses for certificate renewal	6
6	Pay extra supplement for teachers of slow learners	4
7	Other	4
8	Establish rate of pay for extra duty (buses, lunchroom, etc.)	4

Some of the K-6 teachers placed a high priority on a raise in annual salary while others stressed fringe benefits. The results may indicate a need for a teacher benefits "package," which includes salary, benefits, work days and other matters.

Appendix E contains further details on how the "money" question results were obtained, as well as a summary priority list across areas.

Before turning to the fourth major need (time away from students), which is addressed in the last section of the teacher report, four important items need to be discussed. In response to the first item, "Comfort of your classroom for students (particularly temperature)," two out of every five teachers indicated that their classrooms were uncomfortable. Some of the confidential letters received with these questionnaires addressed this point. Several teachers mentioned days when temperatures were over 90 degrees, and one teacher said, "Many days my classroom is hotter than the local feed store." More effort could be taken to isolate factors which contribute to environmental discomfort which hinders effective learning.

In responding to another item, just over half of the K-6 teachers indicated that they have to spend too much time on non-instructional activities. Perhaps reaction to this need is expressed in the high ranking of support personnel to relieve clerical and counseling burdens.

On a third item, four out of five (84 percent) of these teachers felt that their efforts to meet the special needs of North Carolina's primary and elementary students would be facilitated by the addition within the school of ". . . a special room where kids can go when they are troubled by social and emotional problems."

In response to a fourth item, 51 percent of the teachers agreed that the initial year of teaching should be an internship, in which the new teacher would work with assistance from a local supervisory teacher.

TEACHERS REPORT NEED FOR TIME APART FROM STUDENTS

> North Carolina's K-6 teachers make a strong request for some time apart from students during the day for rejuvenation as well as for planning and evaluation.

The following four items support the above thesis:

	% Very Adequate	% Adequate	% Inadequate	% Very Inadequate
Time available each day during school hours for planning purposes	4	24	37	32
Time for grade level (or across grade level) planning of "curriculum"	4	34	39	18

	% Strongly Agree	% Agree	% Not Certain	% Disagree	% Strongly Disagree
*I need a brief period during the day away from students for planning, evaluation, etc.	70	24	1	2	1
A school needs rooms where teachers can work in privacy	37	44	9	6	1

Thus, these teachers strongly desire some time apart from students for privacy and for improvement of the instructional program.

*This is the strongest degree of agreement among teachers on any question on the instrument.

SECTION II - ELEMENTARY PRINCIPALS REPORT

The results reported in this section were based on a summary of responses to a 155-item questionnaire that was designed to obtain information in the following areas:

1. Principals' capability to administer educational program,
2. Teachers' capability in classroom instruction,
3. Obstacles to effective classroom instruction,
4. Teachers' request for additional resources (supplies, materials and specialists' help),
5. Adequacy of the physical plants, and
6. Use of promising educational techniques.

The questionnaire required some thirty to forty-five minutes for completion by each principal.

Characteristics of the Sample

One hundred percent of 618 principals surveyed responded to the questionnaire. The figures presented below provide a summary of background characteristics (sex, race and years of experience) of the principals included in the sample.

Sex:	Female 12 %	Male 88 %		
Race:	Black 19 %	Indian 0 %	White 81 %	
Experience:	1 year 5%	2-13 years 89%		
	14-25 years 5%	over 25 years 1%		

Highlights of Results

Along with the Teacher Information Questionnaire, a 155-item Principal Information Questionnaire was distributed to every principal of each of the 618 sampled schools. With a 100% return, the responses represented approximately 44% of the principals of schools with students in one of the K-6 grades.

PRINCIPALS REPORT THEY ARE CAPABLE! Principals were asked to rate their capability and level of professional training in several major areas of the school program, such as instructional leadership, business management, school harmony, community and staff relations, and school discipline. Nine out of ten principals reported that they felt either adequate or very adequate in both their abilities and training. In fact, only 12% of the principals indicated a need for assistance with school discipline, and only 2% with general school relations. Similarly, only 11% and 9% of the principals indicated inadequate training in these same two areas.

PRINCIPALS JUDGE TEACHERS CAPABLE IN CLASSROOM INSTRUCTION BUT REPORT THE NEED FOR ASSISTANCE WITH SPECIAL LEARNING PROBLEMS. In the basic skill areas such as math, reading, and science, 84% of the principals judged their teachers either capable or very capable. This figure compared to the teachers' self-judgment with 88% of the teachers terming themselves capable or very capable in the basic skill areas. Likewise both groups were in agreement on the need for specially trained teachers to assist classroom teachers in such subjects as physical education, art, music, and other cultural arts. The percentages of principals indicating a need for specialists in these areas were 61% art, 70% physical education, 78% music, and 80% other cultural arts. In addition, seven out of ten principals judged that their teachers needed help with children having special problems, i.e., migrant children and children with physical, social, or emotional handicaps. Two thirds of the principals supported their teachers' request for assistance with the educational techniques designed to alleviate some of the special problems.

PRINCIPAL JUDGMENT OF STUDENT NEEDS SUPPORTS TEACHERS' REQUESTS FOR SUPPLIES, MATERIALS, AND SPECIALISTS. Principals, with the same level of agreement as teachers, supported their teachers' ranking of inadequate supplies and materials as a major handicap to effective teaching in the academic subject areas. Forty percent of the principals concurred with teachers that lack of specialists was the central problem in such areas as physical education, music, and art. One out of every three principals reported classroom supplies as inadequate, and one out of every four named lack of supplies and materials as one of the three greatest handicaps in North Carolina's educational system.

Principals, like teachers, saw the need for specially trained teachers and support personnel. Comparison of the two sets of responses revealed almost identical rank ordering of the various categories with principals indicating a somewhat stronger need than teachers for specialists in physical education (73% of principals agreeing), art (66%), and cultural arts (62%). The same agreement and rank ordering was noted in the principals' and teachers' lists concerning support personnel, with teacher aides (73% of principals agreeing), school social workers and school psychologists (73%),

student counselors (64%), and teacher clerical aides (62%) heading the list.

The principals' belief in the need for new personnel was emphasized in their responses to a question on how they would spend new educational monies. When principals were asked to state how they would fund the three broad categories of teacher benefits, new personnel, and instructional supplies, they earmarked half of the monies for new personnel while designating one quarter each to the two remaining categories.

PRINCIPALS REPORT THEIR PHYSICAL PLANT SOMEWHAT INADEQUATE. Nearly half of the principals reported their school plant size and temperature control were inadequate. Almost three quarters of the principals showed even greater concern about their schools' inability to effectively control noise and about their schools' inadequate physical education and storage facilities.

PRINCIPALS REPORT SOME CHANGES IN THE FREQUENCY OF USE OF SOME EDUCATIONAL TECHNIQUES. Fifty-three percent of principals (an increase of 44% since 1971-72) reported the recent use of the open classroom concept by at least one teacher in their schools. Tutoring of students by their peers occurred in their schools to some extent according to 54% of the principals (an increase of 37% since 1971-72). Some practices reflected a slight decrease since 1971-72, such as use of diagnostic testing for individualized instruction (presently reported by 65% of the principals as used by one or more teachers in their schools) and use of special instruction in cultural arts (presently reported by 31% of the principals as used in their schools by some teachers).

WHAT ARE THE PRINCIPALS SAYING? In general, principals felt their teachers are capable in the academic areas but require help in the form of program specialists in order to meet the special needs of North Carolina's youngsters. In addition, principals agreed with teachers on their requests for supplies and materials, planning time, and support personnel, while recommending that various aspects of their school facilities, such as temperature control, plant size, noise level, physical education and storage facilities, could be improved.

In-Depth Results

PRINCIPALS REPORT THEY ARE CAPABLE! When principals were asked to respond to two questions requiring personal judgment of their capabilities and training in such major school program areas as instructional leadership, business management, school harmony, community and staff relations and school discipline, they responded in a manner similar to most professionals who have been on the job for several years. Nine out of ten reported they felt either capable or very capable in both performance of job duties and training. Only 12 percent of the principals indicated a need for assistance with school discipline, and only 2 percent reported a need for assistance with general school relations (Appendix D, Table 4).

When asked specifically to judge their professional training, 89 percent of the principals said their training in instructional leadership was adequate or very adequate; 87 percent reported their training in school discipline was good; and 91 percent indicated adequate or better training in general school relations (Appendix D, Table 5).

Principals, as well as teachers, indicated positive perceptions of their capabilities and training in performing their duties.

PRINCIPALS JUDGE TEACHERS CAPABLE IN CLASSROOM INSTRUCTION BUT SAY THEIR TEACHERS NEED ASSISTANCE WITH SPECIAL LEARNING PROBLEMS. Several of the questions on the teacher questionnaire were repeated on the principal questionnaire in order to provide a better perspective of the actual educational situation. The degree of agreement was extremely consistent.

For example, 84 percent of the principals judged their teachers either capable or very capable in the basic skill subjects. This

figure came close to the percentage (88 percent) of teachers who considered themselves capable or very capable in those teaching areas.

Likewise, both groups were in agreement on the need for specially trained teachers to assist the classroom teacher in such subject areas as physical education and cultural arts. The percentage of principals agreeing to the need for specialists in these areas was: 61 percent art, 70 percent physical education, 78 percent music, and 80 percent cultural arts (Appendix D, Table 6).

There was additional agreement that elementary teachers require assistance in meeting the special needs of certain children. On the average, seven out of ten principals judged their teachers as needing help with children who had special learning problems, physical handicaps, and social and emotional problems, or were continuously moving in and out of schools. Furthermore, two thirds of the principals supported their teachers' request for assistance with the educational techniques designed to meet the special needs of certain students (Appendix D, Table 5).

In summary, primary and elementary teachers reported that their principals were doing a good job, while their principals indicated that their teachers were capable in the basic subjects but required assistance in meeting the special needs of North Carolina's youngsters.

PRINCIPAL JUDGMENT OF STUDENT NEEDS SUPPORTS TEACHERS' REQUESTS FOR SUPPLIES AND MATERIALS AND FOR SPECIALISTS. Both teachers and principals were asked to indicate the greatest handicap or obstacle to effective teaching in the major instructional areas. Teachers ranked the lack of adequate supplies and materials as a major handicap in the core curriculum subjects. Nearly the same number of principals felt the main handicap in those subjects was lack of adequate supplies and materials. Forty percent of the principals as compared with 25 percent of the teachers, felt that lack of specialists was the central problem in the teaching of physical education, music, and art.

One out of every three principals reported classroom supplies as being inadequate. One out of every four indicated the need for supplies and materials as one of the three greatest needs of grades K-3. With respect to currently available materials, only 5 percent of the primary principals were dissatisfied with the adequacy of basal texts, whereas 13 percent reported dissatisfaction with the adequacy of supplemental texts and 20 percent reported dissatisfaction with supplemental materials (Appendix D, Table 12).

When principals were given the same opportunity as teachers to rate their need for specially trained teachers and support personnel, the lists were almost identical in rank order. The only notable difference between the two sets of responses was that approximately 10 percent more principals than teachers indicated a need for these personnel. The figures show that 73 percent of the principals indicated a need for specialists in physical education, 66 percent in art, and 62 percent in cultural arts.

The same remarkable agreement and rank ordering was observed between the principals' and teachers' lists concerning the need for support personnel. Again, the degree of agreement among principals was somewhat higher. Seventy-three percent of the principals reported a need for teacher aides, 73 percent for school social workers and school psychologists, 64 percent for student counselors, and 62 percent for teacher clerical aides (Appendix D, Table 13).

Principals strongly indicated their need for school psychologists, social workers, student counselors, and diagnostic testing personnel.

In a question requiring principals to rate the adequacy of their school services, services to diagnose student problems was ranked as their greatest need. Four out of five principals (81 percent) indicated that the present level of such services was inadequate. Furthermore, 91 of 618 (15 percent) of the principals also listed this service as one of the three greatest needs for grades K-3 (Appendix D, Table 13).

Thus, it was evident that the people who are in day-to-day contact with primary and elementary students feel a strong need for assistance from special personnel not typically found in these schools.

The principals' strong emphasis on the need for new personnel was amplified in their responses to how they would spend new educational monies. When principals were given the opportunity to fund the three broad categories of teacher benefits, new personnel, and instructional supplies, they earmarked exactly half of the monies for new personnel while designating one quarter each to the remaining categories.

PRINCIPALS REPORT THEIR PHYSICAL PLANT SOMEWHAT INADEQUATE. In a question relating to a variety of factors associated with the school physical plant, there emerged some consensus on needs or areas of improvement. A majority of principals, as did teachers, felt that temperature control was inadequate. Likewise, nearly one half of the principals (45 percent) reported that the size of their school plant was inadequate for the present student body, even though school enrollments are generally decreasing in size.

In addition to temperature and plant size, principals showed even greater concern over their schools' inability to effectively control

noise levels and to provide adequate physical education and equipment storage facilities. Almost three quarters of the principals rated their school inadequate in these areas (Appendix D, Table 15).

In summary, principals and teachers agreed on all major points of capability and need. The basic differences arose over spending of new monies to meet the special needs of primary and elementary students, with principals giving a higher priority to new personnel and teachers giving a higher priority to teacher benefits. However, the main point to remember was the high degree of agreement between these two educational groups (Appendix D, Table 28).

PRINCIPALS REPORT GENERAL GROWTH IN THE USE OF PROMISING EDUCATIONAL TECHNIQUES. As we have seen by the pattern of responses on both questionnaires, principals and teachers have strongly indicated that North Carolina education must utilize its every resource in trying to develop each child to his fullest potential. Principals and teachers have also indicated some areas that need to be strengthened in an attempt to provide a stronger educational program. But these same educators, being realistic, know that these new services cannot become reality overnight and that not all practices and services are equally effective in every school. Therefore, they are now in the process of trying out new and promising educational techniques in an attempt to discover the most effective teaching methods for their school setting. For example, in the 1969-70 school year only 7 percent of the principals reported that any of their teachers were using the open classroom concept. In 1971-72, 29 percent reported its use, and this year 53 percent reported the concept in use by at least one of their teachers (Appendix D, Table 29).

Similarly, the practice of tutoring by students from other classes or grade levels increased by 37 percent from 1969-70 so that today 54 percent of the principals indicate its use. Such growth perhaps indicates the emergence of a promising technique for teaching North Carolina's students.

There has been an increase in use of a non-competitive grading system. In 1969-70, 21 percent of the principals reported that at least one teacher in each of their schools used such a system, whereas 50 percent of principals reported this in 1973-74. Principals also reported that team-teaching in math is up by 19 percent from 1969-70.

In contrast to the increase noted above, some techniques declined in use recently. For example, the use of diagnostic tests for individualized instruction programs steadily increased from 1969-70 (49 percent) to 1971-72 (76 percent), but showed a slight decrease from last year to 65 percent. Similarly, innovative use of media such as listening centers, single concept film loops, T.V., etc., while showing a steadily increase from 1969-70 (57 percent) to 1971-72 (88 percent) dropped in last year's poll. The most noticeable decrease came in special instruction in cultural arts. In 1969-70, 42 percent of the principals reported this practice in their school. This year only 31 percent indicated its use, a decrease of 11 percent.

A point to remember is the relative size of these numbers apart from the increase or decrease. Techniques which have been around for several years are being used to some extent by three out of every four schools. Some of the newer techniques, while fully developed, are still available in less than half of the elementary schools. This fact is reinforced by the number of teachers who indicated a desire for some aid with a few of these newer promising techniques.

Finally, of what significance is all this information that the K-6 teachers and principals have provided? Basically, it will provide baseline data on the needs of primary and elementary youngsters as viewed by the professionals who work with them on a day-to-day basis. Additional study by teachers, principals, and other educational planners is in order. Knowledge of such information should open new avenues of communication between the school community and those interested in public education. It offers objective information which can be a solid base for discussion with respect to the future of North Carolina's educational programs.

APPENDIX A

TEACHERS QUESTIONNAIRE

TEACHER QUESTIONNAIRE

NORTH CAROLINA EDUCATIONAL ASSESSMENT

1973 - 74

Please write in the full
name of this school: _____

DIRECTIONS: Please answer the following items about your teaching experience and the classroom instructional program you manage. If you have questions, discuss them with the Test Administrator during the period when third-graders from your school are responding to their assessment items.

All data will be treated as confidential. To insure this important component, we ask that you place your completed booklet into the envelope supplied and seal the envelope. (Please don't fold.) The envelopes will be opened at Raleigh, where summaries will be prepared. No individual teacher's responses will be identified!*

Use a soft pencil (No. 2) to darken the oval that indicates your responses.

1. Please darken the oval for the grade you teach in this school. (Note: if you teach in an ungraded school, mark the number which would represent the number of years most of your students have been in school.)
   ○K ○1 ○2 ○3 ○4 ○5 ○6
   ○Mark here if you are a special teacher (Librarian, Reading, Music, etc.)

2. What is your sex?
   ○Male
   ○Female

3. What is your ethnic origin?
   ○American Indian
   ○Black
   ○Oriental
   ○Spanish-surnamed American
   ○White

4. Please darken the oval for the range of values which contains the number of years you have taught. Count this year as one year.
   ○1 ○2-4 ○5-7 ○8-13 ○14-19 ○20-25 ○over 25

*NOTE: Your principal or supervisor will not see your answers--so please answer each question as honestly as you can. There are no right or wrong answers. Answer the questions the way you really believe. If you:

- do not understand the question and/or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

43

5. Using your best professional judgment, rate each of the following categories for you as being:

A Very Adequate
B Adequate
C Inadequate
D Very Inadequate

Darken one oval in each row which is closest to your judgment.

CATEGORY	Very Adequate	Adequate	Inadequate	Very Inadequate
Size of classroom for your academic instructional program	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Availability of audio-visual materials and equipment	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Time your principal spends on instructional leadership	Ⓐ	Ⓑ	Ⓒ	Ⓓ
The salary you receive for your teaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Availability of library for use by your class	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Comfort of your classroom for students (particularly temperature)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Services from your district's supervisors	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Time for grade level (or across grade level) planning of "curriculum"	Ⓐ	Ⓑ	Ⓒ	Ⓓ
General student attitude toward learning in this school	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Employee benefits which this job provides (medical, insurance, retirement)	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Sense of professionalism among teachers of this school	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Training which you received in college to direct classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Time available each day during school hours for planning purposes	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Availability of beneficial in-service activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ
The personal satisfaction you get from your teaching experience	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Information you receive about the current activities within your school unit	Ⓐ	Ⓑ	Ⓒ	Ⓓ

6. Please indicate the extent of your agreement with the following statements by darkening the oval which is coded closest to your feeling about each statement.

A represents "I strongly agree" with the statement.
B represents "I agree" with the statement.
C represents "I am not certain" or "I am in the middle on this."
D represents "I disagree" with the statement.
E represents "I strongly disagree" with the statement.

STATEMENT	Strongly agree	Agree	Not certain	Disagree	Strongly disagree
My college training prepared me adequately for my first year of teaching	A	B	C	D	E
There should be more male teachers in the primary and elementary grades	A	B	C	D	E
The proper atmosphere for learning exists in my building	A	B	C	D	E
I am working harder than in the past but without adequate assistance	A	B	C	D	E
The first year of teaching should be an internship, i.e., where the new teacher works with assistance from a local supervisory teacher	A	B	C	D	E
Many of my students have a poor attitude toward learning	A	B	C	D	E
I am encouraged by my principal to try new instructional procedures	A	B	C	D	E
I need a brief period during the day to be away from the students for planning, evaluation, etc.	A	B	C	D	E
I spend personal funds for instructional items for which I am not adequately reimbursed	A	B	C	D	E
The inservice and workshop activities in my district offer practical ways to improve instruction	A	B	C	D	E
The principal in this school is cooperative in working with me	A	B	C	D	E
I am required to spend too much time on non-instructional activities (paper work, buses, etc.)	A	B	C	D	E
The teachers in this school do little toward improving their instructional efforts	A	B	C	D	E
Most of the inservice programs within this district are a waste of time	A	B	C	D	E
Teachers of slower students need to be specifically trained and have qualifications different from other classroom teachers	A	B	C	D	E
I do a better job of teaching as the principal and others who evaluate my teaching make constructive suggestions for change	A	B	C	D	E
The extended term provided by the legislature is helping me to provide better instruction	A	B	C	D	E
I could do a better job of teaching if I did not have to spend so much time helping slower students	A	B	C	D	E
I am taken out of the classroom too many times for meetings	A	B	C	D	E
A school needs rooms where teachers can work in privacy	A	B	C	D	E
I have noticed the benefits from the long-range planning in our district	A	B	C	D	E
A school needs a special room where kids can go when they are troubled by social and emotional problems	A	B	C	D	E
I need more extensive testing information about my students' achievement than I currently receive from the school's standardized testing program	A	B	C	D	E
I learn more about what's going on in my school unit from the newspaper than from information provided by the school unit	A	B	C	D	E

Please go on to next page

7. Again using your best professional judgment, indicate which one of the limited number of reasons coded below as A—I is closest to being the greatest handicap or obstacle to teaching in the following areas: Darken the oval containing your judgment.*

A Inadequate room facilities for this subject
B Lack of supplies and materials on this subject
C Inadequate knowledge of subject
D Insufficient in-service or workshop training in this subject
E Inadequate student interest in this subject
F Inadequate teacher interest in this subject
G Lack of specialists who could help teachers in this subject
H Lack of a well designed curriculum in this subject
I Something not close to reasons A through H

AREA	Inadequate room facilities	Lack of supplies and materials	Inadequate knowledge	Insufficient in-service or workshop training	Inadequate student interest	Inadequate teacher interest	Lack of specialists who could help teachers	Lack of a well designed curriculum	Something not close to reasons A through H
Reading	A	B	C	D	E	F	G	H	I
Language Arts	A	B	C	D	E	F	G	H	I
Social Studies	A	B	C	D	E	F	G	H	I
Mathematics	A	B	C	D	E	F	G	H	I
Music	A	B	C	D	E	F	G	H	I
Science	A	B	C	D	E	F	G	H	I
Physical Education	A	B	C	D	E	F	G	H	I
Art	A	B	C	D	E	F	G	H	I
Other cultural arts (dance, drama)	A	B	C	D	E	F	G	H	I
Health	A	B	C	D	E	F	G	H	I

*Remember if you:

- do not understand the question or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

Please go on to next page

8. Please indicate how competent you feel in assisting your students in the following areas by darkening the oval which is coded closest to your answer.*

A means "I feel very capable"
B means "I feel capable"
C means "I need some help"
D means "I need a great deal of help"

AREA	Very capable	Capable	Need some help	Need a great deal of help
Mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Music	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Art	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Dance-Movement	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Speech-Drama	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Language Arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Science	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Health	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Physical Education	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Social Studies	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Student counseling	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Children with learning disabilities	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Use of standardized tests	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Individualization of instruction	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Use of media	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Classroom discipline	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Team teaching	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Teaching in an open classroom	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Teaching classes with multi-aged students	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Migrant students	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Exceptionally talented students	Ⓐ	Ⓑ	Ⓒ	Ⓓ
Children with physical handicaps	Ⓐ	Ⓑ	Ⓒ	Ⓓ

*Remember if you:

- do not understand the question or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

Please go on to next page

9. Using your best professional judgment, rate each of the following personnel as to your need for their services in helping you or your school to meet the needs for your students. Use this code:

A represents "I have a very great need" for this type person
B represents "I have a great need" for this type person
C represents "I have some need" for this type person
D represents "I have little or no need" for this type person
E represents "This is not applicable to me because we have enough of these people"

Part 1. Specially Trained Teachers Of:

AREA	Very great need	Great need	Some need	Little or no need	Not applicable
Science	A	B	C	D	E
Reading	A	B	C	D	E
Language Arts	A	B	C	D	E
Health	A	B	C	D	E
Physical Education	A	B	C	D	E
Mathematics	A	B	C	D	E
Music	A	B	C	D	E
Art	A	B	C	D	E
Other cultural arts (dance, drama)	A	B	C	D	E
Social Studies	A	B	C	D	E

Part 2. Special Support Personnel:

AREA	Very great need	Great need	Some need	Little or no need	Not applicable
Library personnel	A	B	C	D	E
Librarians or media coordinators	A	B	C	D	E
School social worker, school psychologist	A	B	C	D	E
Student counselors (testing, etc.)	A	B	C	D	E
Health specialists (nurse, etc.)	A	B	C	D	E
School secretaries	A	B	C	D	E
Teacher clerical help	A	B	C	D	E
Teacher aides (either volunteer or paid)	A	B	C	D	E
Media technicians (make visuals, tapes, etc.)	A	B	C	D	E

10. We want to know how you would invest an extra $1,000 if this amount was provided on a per-teacher basis in three broad areas: 1) teacher benefits, 2) new personnel, and 3) instructional supplies. Darken the oval coded A—F for the range which contains the amount closest to what you might realistically invest.

A	represents an investment between $751 - $1,000	(very high)
B	represents an investment between $501 - $750	(high)
C	represents an investment between $251 - $500	(medium)
D	represents an investment between $101 - $250	(fair)
E	represents an investment between $ 5 - $100	(low)
F	represents an investment of less than $5	(very low)

Items with no darkened oval will represent no investment.

Part 1.

Invest $1,000 on the following incomplete list of Teacher Benefits. Don't spend over $1,000 on Part 1.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
General raise in annual salary for teachers	A	B	C	D	E	F
Raise minimum salary of starting teachers	A	B	C	D	E	F
Increase fringe benefits (sick leave, insurance, retirement, etc.)	A	B	C	D	E	F
Increase number of paid work days (without students)	A	B	C	D	E	F
Establish rate of pay for extra duty (buses, lunchroom, ball games, etc.)	A	B	C	D	E	F
Pay expenses for certificate renewal	A	B	C	D	E	F
Pay extra supplement for teachers of slow learners	A	B	C	D	E	F
Other (_____) Please specify	A	B	C	D	E	F

Part 2.

Invest $1,000 on the following incomplete list of New Personnel. Don't spend over $1,000 on Part 2.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Specially trained teachers for the school (see question 9, Part 1) for science, reading, P.E., etc.	A	B	C	D	E	F
Support personnel for the school (see question 9, Part 2) for teacher clerical help, counselors, etc.	A	B	C	D	E	F
Reduction of class size--i.e., new teachers	A	B	C	D	E	F
Released time for curriculum evaluation, visitations, teacher planned workshops, etc.	A	B	C	D	E	F
Specialists to develop and evaluate new curriculum for slow learners	A	B	C	D	E	F
District specialists in reading-language arts, science, math	A	B	C	D	E	F
Other (_____) Please specify	A	B	C	D	E	F

10. (Continued)

Part 3.

Invest $1,000 for the following incomplete list of Instructional Materials media or equipment. Don't spend over $1,000 on Part 3.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Basic supplies (paper, paint, clay, playground equipment, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Printed supplemental material (workbooks, weekly reader, Readers Digest materials, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Additional textbooks (supplementary, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Classroom equipment (cassette recorders, headphones, overhead projector, record players, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Programmed materials (SRA, Individualized Mathematics System, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Learning centers equipment (carpet, rocking chair, aquarium, lamps, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Learning centers materials (printed matter, magazines, newspapers, learning games)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Diagnostic testing materials (reading, etc.)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Other (_____) Please specify	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ

Part 4.

Now, in summary, show how you would invest $1,000 on the three broad areas. Don't spend over $1,000!

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Teacher Benefits (salary, fringe, etc. from Part 1)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
New Personnel (specially trained teachers, support personnel, etc. from Part 2)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ
Instructional Materials, media or equipment (supplies, textbooks, etc. from Part 3)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ

In this final section, please help some of our SDPI subject matter consultants by answering some specific questions on your training or instructional program.

1. How many formal courses have you had in the teaching of reading?
   ○0 ○1 ○2 ○3 ○4 ○5 ○6 ○7 ○8 or more

2. Indicate how adequately trained you feel in the following areas by darkening the oval which is coded closest to your answer.

   A means "I feel my training has been excellent"
   B means "I feel my training has been good"
   C means "I feel my training has been adequate"
   D means "I feel my training has been poor"
   E means "I feel my training has been totally inadequate"

STATEMENT	Excellent	Good	Adequate	Poor	Inadequate
Training to diagnose specific skill weaknesses in reading	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to determine instructional reading levels of students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to prescribe a program of instruction for individual students based upon my own diagnosis	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to use approaches other than the basal textbook	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to organize and manage reading programs using many approaches	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to keep records of specific skill development for every child	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach health	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach physical education	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach the metric system of measurement	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach science	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach cultural arts	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach social studies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
Training to teach mathematics	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

Please go on to next page

3. How can the State Department of Public Instruction best help you develop and maintain a strong language arts program? Darken the "Yes" oval by the TWO statements closest to your answer. Darken the "No" oval for the remaining six statements.

	Yes	No
Provide teacher workshops emphasizing ideas for implementing a Language Arts Program	○	○
Provide resource material for curriculum development	○	○
Conduct demonstrations of teaching methods	○	○
Supply state curriculum guides	○	○
Review and evaluate Language Arts Programs	○	○
Conduct workshops using newly adopted textbooks	○	○
Provide a list of proven successful programs in my area of the state	○	○
Other (_____ Please specify)	○	○

4. Have you participated in a Science Curriculum Improvement Study (SCIS) training program?
○ Yes ○ No

5. Do you read "North Carolina Public Schools" regularly?
○ Yes ○ No

6. Do you read "North Carolina Education" regularly?
○ Yes ○ No

7. Have you used the State Department of Public Instruction's science source book "Science Grades K-6" this year?
○ Yes ○ No

8. Have you used the State Department of Public Instruction's mathematics source book "Mathematics Goals and Activities" this year?
○ Yes ○ No

9. Have you participated in any science in-service programs in the last three years?
○ Yes ○ No

10. Have you participated in any mathematics in-service programs in the last three years?
○ Yes ○ No

11. How can the State Department of Public Instruction consultants best help you develop and maintain strong programs in mathematics, science, social studies, cultural arts, and physical education? Darken the "Yes" oval by the TWO statements closest to your answer. Darken the "No" oval for the remaining six statements.

	Yes	No
Provide teacher workshops emphasizing ideas for implementing these programs	O	O
Provide resource material for curriculum development	O	O
Conduct demonstrations of teaching methods	O	O
Supply state curriculum guides	O	O
Review and evaluate these programs	O	O
Conduct workshops using newly adopted textbooks	O	O
Provide a list of proven successful programs in my area of the state	O	O
Other (_____) Please specify	O	O

* *

Thank you for your time and cooperation. As you know, we have the opportunity to present information to the State Board of Education as it prepares requests for public education funding. These requests represent the ideas and suggestions of many people. Hopefully, this instrument will help all those concerned with improvement of public education by making the specific desires of teachers (K-6) better known. If you have additional concerns, needs, praise, or comments you wish to share with us, take a moment and write them on a separate piece of paper which you can include in your envelope.

H.T. Conner

Please do not fold and remember to seal envelope.

APPENDIX B

SCHOOL INFORMATION QUESTIONNAIRE

SCHOOL INFORMATION QUESTIONNAIRE

NORTH CAROLINA EDUCATIONAL ASSESSMENT

1973-74

DIRECTIONS: Please answer the following items about your school. If you have questions about the correct answers for some of the items, discuss these questions with the Test Administrator sometime during the day that your third graders receive the assessment items. ALL DATA WILL BE TREATED AS CONFIDENTIAL.

1. Please circle each grade actually taught in this school:

   K 1 2 3 4 5 6 7 8 9 10 11 12

2. Is this a new school this year? ____Yes(1) ____No(2)

3. Using the following area categories, check the one which best describes the area in which most of the students in your school live.

   1____In a rural area or community of less than 2,500
   2____Towns or cities of between 2,500 and 50,000
   3____In a city or suburb of a city with 50,000 or more population

4. Please check the blank that best corresponds to the percentage of black students in your school during the 1973-74 school year.

	Percentage of Black Students						
School Year	0-10%	11-26%	27-42%	43-58%	59-74%	75-90%	91-100%
1973-74	(1)	(2)	(3)	(4)	(5)	(6)	(7)

5. We want to know if the following practices and/or innovations have been tried in this school this year for grades K-3. Please check those tried by one or more teachers at any grade level (K-3) for at least one grading period. Leave blank if not tried.

Practices/Innovations	Please check those tried
a. Grouping children for reading by achievement level	
b. Grouping children for math by achievement level	
c. Using a non-competitive grading system	

PLEASE GO ON TO NEXT PAGE.

Practices/Innovations	Please check those tried
d. Team teaching for reading	
e. Team teaching for math	
f. Team teaching for other subjects	
g. Non-graded classes	
h. Tutoring by students from other classes or grade levels	
i. Open classroom concept	
j. Using teacher aides (salaried or volunteers)	
k. Special resource centers (other than the library)	
l. School has advisory committee of students that meets regularly	
m. School has advisory committee of parents and lay public (not including PTA) that meets regularly	
n. School is making innovative use of media such as "listening" centers, single-concept film loop, cassette tapes, cassette players to carry home, etc.	
o. Teachers place special emphasis upon career education	
p. Using diagnostic tests for in-depth analysis of specific skill strengths and weaknesses	
q. Special instruction in cultural arts (i.e., Music, Art or Drama) offered a minimum of 3 class periods per week	
r. Lay readers	
s. Multigraded classes	
t. After school study center	
u. Management system for Reading (see definition on page 5, question 10)	

PLEASE GO ON TO NEXT PAGE.

Practices/Innovations	Please check those tried
v. Community use of school resources and school use of community resources - a mutual exchange which benefits both	_____

6. Using your best professional judgment, indicate which one of the limited number of reasons coded below as 1-8 is closest to being the greatest handicap or obstacle in your school to K-3 teaching in the following areas:

The greatest handicap is due to a lack of:

1. Facilities
2. Supplies and materials
3. Teacher knowledge
4. Interest (student)
5. Interest (teacher)
6. Specialists
7. An adequate curriculum in this subject
8. Something not close to reasons 1 through 7

Area	Handicap or Obstacle Code
a. Reading	_____
b. Language Arts	_____
c. Social Studies	_____
d. Mathematics	_____
e. Music	_____
f. Science	_____
g. Physical Education	_____
h. Art	_____
i. Other Cultural Arts (dance, drama)	_____
j. Health	_____

7. Using your best professional judgment, rate each of the following as to <u>your need</u> for additional personnel in helping you or your school to meet the needs for <u>your</u> students. Use this code:

5 represents "I have a very great need" for this type person
4 represents "I have a great need" for this type person
3 represents "I have some need" for this type person
2 represents "I have little or no need" for this type person
1 represents "This is not applicable to me because we have enough of these people"

Part 1. Specially Trained Teachers Of:

PLEASE GO ON TO NEXT PAGE.

CODE

a. _____Science
b. _____Reading
c. _____Language Arts
d. _____Health
e. _____Physical Education
f. _____Mathematics
g. _____Music
h. _____Art
i. _____Other Cultural Arts (dance, drama)
j. _____Social Studies

Part 2. Special Support Personnel:

CODE

k. _____Library personnel
l. _____Librarians or media coordinators
m. _____School social worker, school psychologist
n. _____Student counselors (testing, etc.)
o. _____Health specialists (nurse, etc.)
p. _____School secretaries
q. _____Teacher clerical help
r. _____Teacher aides (either volunteer or paid)
s. _____Media technicians(make visuals, tapes, etc.)

8. We want to know how you would invest an extra $25,000.00 if this amount were provided for each school in three broad areas: teacher benefits, new personnel, and instructional supplies.

Show how you would invest $25,000.00 on the three broad areas. Don't spend over $25,000.00!

A. Teacher job benefits * $_____
B. New personnel $_____
C. Instructional materials and supplies $_____

*In this unusual situation you are asked how you would hypothetically split up new monies for education. Thus, teacher benefits would include all general pay raises, any special increments, more work days, fringe benefits, pay for extra duty, etc. That is, teacher benefits would include the total amount of any job benefits for teachers, including salary. Therefore, investments in items such as teacher aides or teacher clerical help should be included in new personnel.

9. Using your best professional judgment, rate each of the following categories (a-z) for your school as being:

5 Very Adequate
4 Adequate
3 Inadequate
2 Very Inadequate
1 Not Applicable

PLEASE GO ON TO NEXT PAGE.

a. _____ Size of physical plant for present pupil population
b. _____ Indoor and outdoor physical education facilities
c. _____ School facility's ability to absorb sound
d. _____ School lighting
e. _____ Central or convenient location of student services (library, cafeteria, study rooms, etc.)
f. _____ Temperature control within the school
g. _____ General condition of the building
h. _____ School storage capacity
i. _____ Size of cafeteria
j. _____ Supply of books, periodicals, and other printed material in the library
k. _____ Supply of books, periodicals, and other printed material in the classroom
l. _____ Janitorial supplies
m. _____ School office supplies
n. _____ School's supply of visual and sound materials (filmstrips, records, tapes, etc.)
o. _____ Instructional equipment (cassette tape players, overhead projectors, etc.)
p. _____ Lunchroom equipment (plates, steam tables, etc.)
q. _____ General building equipment (telephone, desks, etc.)
r. _____ Office equipment (typewriter, duplicating equipment, adding machine, etc.)
s. _____ Backing of parents for this school
t. _____ Satisfaction of your teachers with their teaching situation
u. _____ Services to support instructional efforts (supervisor, reading specialists, etc.)
v. _____ Services to diagnose individual student problems (diagnostic skill testing, psychologist, etc.)
w. _____ Services related to building maintenance (repairs, painting, etc.)
x. _____ Management services (inservice training in better management techniques, etc.)
y. _____ Number of building non-professionals (cafeteria and janitorial staff)
z. _____ Community financial support for public education 1-12 in your area

10. Please check the materials and/or approaches that you are using in reading at one or more grade levels (K-3) in your school this year. Check all that apply.

Regular Reading Program	Special or Title I Reading Program	
_____	_____	A. Management System--There is a well defined sequence of skills which are mastered using a variety of instructional materials. Each child is given diagnostic tests to determine those skills which need work and post tests for skill mastery. (Wisconsin and Fountain-Valley, etc.)

PLEASE GO ON TO NEXT PAGE.

Regular Reading Program	Special or Title I Reading Program		
_____	_____	B.	Language Experience-- The child's own experiences and language provide the basic materials. The vocabulary is unlimited. No commercial material is required for this approach.
_____	_____	C.	Individual Approach-- The pupil seeks and selects reading materials and paces himself in his reading. Frequent individual conferences are held with the teacher.
_____	_____	D.	Basal Approach -- The pupil works from one of several basal textbooks. There is definite skill sequence and controlled vocabulary.

11. Please estimate the approximate number and duration of reading sessions (or class periods) in a typical third-grade class during an "average" week. If the reading program is included in a block of time allotted for total language arts program, please estimate the amount of time spent on reading only.

A. Regular Reading Program:
Number of sessions per week:_____
Length of session (minutes):_____
Total minutes per week:_____

B. Special or Title I Reading Program:
Number of sessions per week:_____
Length of session (minutes):_____
Total minutes per week:_____

12. As school instructional leader, you seek to improve your program through several means including better materials, better curriculum, and helping the teaching staff improve their instructional skills. Your judgment of how competent your K-3 teachers are in helping their students is, therefore, extremely important and is, of course, done with care and sensitivity, as is any judgment of someone else's efforts. Would you share your impressions with us in order that we might better express North Carolina's statewide needs? Please use the code closest to how competent you feel your K-3 teachers are in the following areas:

PLEASE GO ON TO NEXT PAGE.

4 means "I feel they are very capable"
3 means "I feel they are capable"
2 means "I feel they need some help"
1 means "I feel they need a great deal of help"

a. ____ Mathematics
b. ____ Art
c. ____ Speech-Drama
d. ____ Language Arts
e. ____ Physical Education
f. ____ Social Studies
g. ____ Use of Standardized Tests
h. ____ Use of Media
i. ____ Classroom Discipline
j. ____ Migrant Students
k. ____ Exceptionally Talented Students
l. ____ Children with Physical Handicaps
m. ____ Music
n. ____ Dance-Movement
o. ____ Reading
p. ____ Science
q. ____ Health
r. ____ Student Counseling
s. ____ Children with Learning Disabilities
t. ____ Individualization of Instruction
u. ____ Team Teaching
v. ____ Teaching in an Open Classroom
w. ____ Teaching classes with Multi-aged Students
x. ____ Use of Diagnostic Tests to Determine Skill Needs

13. How many of the following personnel do you have in your school? Please indicate the turnover in these positions you had last year and expect this year.

	Number	Turnover Last Year	Turnover Expected This Year
a. Teachers K-3	_____	_____	_____
b. Janitors and Maids	_____	_____	_____
c. Cafeteria Personnel	_____	_____	_____
d. Clerical Staff	_____	_____	_____

14. For these same support personnel, would you indicate the answer which is closest to how you really feel about their training for these jobs using this code:

5 Excellent
4 Good
3 Adequate
2 Poor
1 Totally Inadequate

a. ____ Teachers K-3
b. ____ Janitors and Maids
c. ____ Cafeteria Personnel
d. ____ Clerical Staff

PLEASE GO ON TO NEXT PAGE.

15. Would you roughly estimate the dollar amount required this year to replace or repair school property damaged by vandalism?
$_____

16. Were the facilities of this school used during this past summer by children in grades K-6?

a. _____ Yes (1)
b. _____ No (2)

If yes, please make a rough estimate of how many students used the facility c. _____ and what they used the facility for (recreation, migrant program, summer school, etc.)

_____

17. Again, using your best professional judgment, rate the instructional materials available in your school for your K-3 program using this code:

5 Excellent
4 Good
3 Adequate
2 Poor
1 Totally Inadequate

a. _____ Basal Textbooks
b. _____ Supplemental Textbooks
c. _____ Other Supplemental Material

18. Please indicate how competent you feel in carrying out your school's program in the following areas using this code:

4 means "I feel very capable"
3 means "I feel capable"
2 means "I need some help"
1 means "I need a great deal of help"

a. _____ Instructional Leadership
b. _____ Business Management
c. _____ General School Harmony
d. _____ Community Relations
e. _____ Staff Relations
f. _____ Discipline

19. Finally, will you take these same areas and indicate how you feel about your training for these responsibilities using this code:

5 Excellent
4 Good
3 Adequate
2 Poor
1 Totally Inadequate

PLEASE GO ON TO NEXT PAGE.

a. _____ Instructional Leadership
b. _____ Business Management
c. _____ General School Harmony
d. _____ Community Relations
e. _____ Staff Relations
f. _____ Discipline

20. Do you have your Principal's Certificate?

a. _____ Yes (1)
b. _____ No (2)

21. Do you believe North Carolina should move in the direction of a year round school program?

a. _____ Yes (1)
b. _____ No (2)
c. _____ I am not certain (3)

22. Finally, would you share with us what you feel are North Carolina's three greatest educational needs in grades K-3?

1.

2.

3.

* *

Thank you for your time and cooperation. As you know, we have the opportunity to present information to the State Board of Education as it prepares requests for public education funding. These requests represent the ideas and suggestions of many people. Hopefully, this instrument will help all those concerned with improvement of public education by making the specific desires of elementary principals better known. If you have additional concerns, needs, praise, or comments you wish to share with us, take a moment and write them on a separate piece of paper which you can place in a sealed envelope and give to the test administrator on the day your third graders are tested. Please mark the outside of this envelope "Principal's Comment." Again, thanks for your effort.

H. T. Conner

APPENDIX C

SUMMARY RESPONSE DATA - TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE
NORTH CAROLINA EDUCATIONAL ASSESSMENT
1973 - 74

Please write in the full name of this school: _____

DIRECTIONS: Please answer the following items about your teaching experience and the classroom instructional program you manage. If you have questions, discuss them with the Test Administrator during the period when third-graders from your school are responding to their assessment items.

All data will be treated as confidential. To insure this important component, we ask that you place your completed booklet into the envelope supplied and seal the envelope. (Please don't fold.) The envelopes will be opened at Raleigh, where summaries will be prepared. No individual teacher's responses will be identified!*

Use a soft pencil (No. 2) to darken the oval that indicates your responses.

1. Please darken the oval for the grade you teach in this school. (Note: if you teach in an ungraded school, mark the number which would represent the number of years most of your students have been in school.)
   (16) K (15) 1 (20) 2 (14) 3 (10) 4 (8) 5 (11) 6
   ○ Mark here if you are a special teacher (Librarian, Reading, Music, etc.)

2. What is your sex?
   (4) Male
   (96) Female

3. What is your ethnic origin?
   (1) American Indian
   (23) Black
   (1) Oriental
   (0) Spanish-surnamed American
   (75) White

4. Please darken the oval for the range of values which contains the number of years you have taught. Count this year as one year.
   (9) 1 (21) 2-4 (15) 5-7 (19) 8-13 (13) 14-19 (9) 20-25 (14) over 25

*NOTE: Your principal or supervisor will not see your answers--so please answer each question as honestly as you can. There are no right or wrong answers. Answer the questions the way you really believe. If you:

- do not understand the question and/or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

5. Using your best professional judgment, rate each of the following categories for you as being:

A Very Adequate
B Adequate
C Inadequate
D Very Inadequate

Darken one oval in each row which is closest to your judgment.

CATEGORY	Very Adequate	Adequate	Inadequate	Very Inadequate
Size of classroom for your academic instructional program	15	48	26	8
Availability of audio-visual materials and equipment	18	54	22	4
Time your principal spends on instructional leadership	15	55	17	7
The salary you receive for your teaching	2	38	47	9
Availability of library for use by your class	17	53	20	5
Comfort of your classroom for students (particularly temperature)	9	50	27	10
Services from your district's supervisors	6	49	26	10
Time for grade level (or across grade level) planning of "curriculum"	4	34	39	18
General student attitude toward learning in this school	6	56	28	6
Employee benefits which this job provides (medical, insurance, retirement)	6	56	28	5
Sense of professionalism among teachers of this school	16	63	15	3
Training which you received in college to direct classroom activities	17	54	22	4
Time available each day during school hours for planning purposes	4	24	37	32
Availability of beneficial in-service activities	8	58	25	5
The personal satisfaction you get from your teaching experience	36	52	8	1
Information you receive about the current activities within your school unit	15	62	16	3

6. Please indicate the extent of your agreement with the following statements by darkening the oval which is coded closest to your feeling about each statement.

A represents "I strongly agree" with the statement.
B represents "I agree" with the statement.
C represents "I am not certain" or "I am in the middle on this."
D represents "I disagree" with the statement.
E represents "I strongly disagree" with the statement.

STATEMENT	Strongly agree	Agree	Not certain	Disagree	Strongly disagree
My college training prepared me adequately for my first year of teaching	14	40	12	26	7
There should be more male teachers in the primary and elementary grades	47	38	10	4	1
The proper atmosphere for learning exists in my building	12	56	16	12	3
I am working harder than in the past but without adequate assistance	18	34	14	22	2
The first year of teaching should be an internship, i.e., where the new teacher works with assistance from a local supervisory teacher	21	30	19	21	7
Many of my students have a poor attitude toward learning	17	32	6	36	6
I am encouraged by my principal to try new instructional procedures	23	50	10	10	3
I need a brief period during the day to be away from the students for planning, evaluation, etc.	70	24	1	2	1
I spend personal funds for instructional items for which I am not adequately reimbursed	35	36	4	18	3
The inservice and workshop activities in my district offer practical ways to improve instruction	14	50	16	13	3
The principal in this school is cooperative in working with me	46	39	6	5	2
I am required to spend too much time on non-instructional activities (paper work, buses, etc.)	22	31	9	30	5
The teachers in this school do little toward improving their instructional efforts	2	6	16	52	20
Most of the inservice programs within this district are a waste of time	5	12	22	44	12
Teachers of slower students need to be specifically trained and have qualifications different from other classroom teachers	30	40	13	13	2
I do a better job of teaching as the principal and others who evaluate my teaching make constructive suggestions for change	12	52	18	9	1
The extended term provided by the legislature is helping me to provide better instruction	34	41	13	6	2
I could do a better job of teaching if I did not have to spend so much time helping slower students	20	33	13	22	6
I am taken out of the classroom too many times for meetings	3	7	6	62	20
A school needs rooms where teachers can work in privacy	37	44	9	6	1
I have noticed the benefits from the long-range planning in our district	5	31	37	10	3
A school needs a special room where kids can go when they are troubled by social and emotional problems	43	42	9	3	1
I need more extensive testing information about my students' achievement than I currently receive from the school's standardized testing program	19	34	17	22	2
I learn more about what's going on in my school unit from the newspaper than from information provided by the school unit	7	17	12	48	13

Please go on to next page

67

7. Again using your best professional judgment, indicate which one of the limited number of reasons coded below as A—I is closest to being the greatest handicap or obstacle to teaching in the following areas: Darken the oval containing your judgment.*

A Inadequate room facilities for this subject
B Lack of supplies and materials on this subject
C Inadequate knowledge of subject
D Insufficient in-service or workshop training in this subject
E Inadequate student interest in this subject
F Inadequate teacher interest in this subject
G Lack of specialists who could help teachers in this subject
H Lack of a well designed curriculum in this subject
I Something not close to reasons A through H

AREA	Inadequate room facilities	Lack of supplies and materials	Inadequate knowledge	Insufficient in-service or workshop training	Inadequate student interest	Inadequate teacher interest	Lack of specialists who could help teachers	Lack of a well designed curriculum	Something not close to reasons A through H
Reading	11	23	3	4	11	1	16	6	8
Language Arts	7	24	1	4	11	1	6	9	9
Social Studies	7	24	1	4	11	1	6	9	9
Mathematics	4	25	2	4	8	1	6	7	10
Music	11	8	9	2	3	2	24	5	7
Science	9	32	4	3	3	2	6	6	5
Physical Education	12	14	2	2	1	3	30	5	6
Art	12	16	4	2	1	1	30	4	5
Other cultural arts (dance, drama)	12	6	8	3	1	2	30	6	5
Health	3	18	1	3	5	2	6	12	11

*Remember if you:

- do not understand the question or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

68

Please go on to next page

8. Please indicate how competent you feel in assisting your students in the following areas by darkening the oval which is coded closest to your answer.*

A means "I feel very capable"
B means "I feel capable"
C means "I need some help"
D means "I need a great deal of help"

AREA	Very capable	Capable	Need some help	Need a great deal of help
Mathematics	36	50	7	1
Music	11	28	40	15
Art	13	35	36	10
Dance-Movement	5	20	39	24
Speech-Drama	7	30	34	14
Reading	40	47	8	1
Language Arts	40	50	4	0
Science	15	55	20	2
Health	19	63	9	1
Physical Education	16	46	27	4
Social Studies	23	58	9	1
Student counseling	11	37	34	7
Children with learning disabilities	5	19	47	22
Use of standardized tests	12	53	22	4
Individualization of instruction	17	49	23	4
Use of media	19	60	12	1
Classroom discipline	31	56	8	1
Team teaching	15	46	18	4
Teaching in an open classroom	11	33	25	12
Teaching classes with multi-aged students	9	33	27	9
Migrant students	4	29	25	8
Exceptionally talented students	13	46	20	3
Children with physical handicaps	4	24	38	15

*Remember if you:

- do not understand the question or do not know the answer
- do not believe the question applies to you
- do not wish to answer the question

leave the answer space BLANK and go on to the next question.

Please go on to next page

9. Using your best professional judgment, rate each of the following personnel as to your need for their services in helping you or your school to meet the needs for your students. Use this code:

A represents "I have a very great need" for this type person
B represents "I have a great need" for this type person
C represents "I have some need" for this type person
D represents "I have little or no need" for this type person
E represents "This is not applicable to me because we have enough of these people"

Part 1. Specially Trained Teachers Of:

AREA	Very great need	Great need	Some need	Little or no need	Not applicable
Science	8	12	41	22	5
Reading	17	17	29	21	7
Language Arts	6	9	29	36	7
Health	3	6	30	40	6
Physical Education	24	21	27	13	5
Mathematics	5	9	30	36	6
Music	24	24	25	9	8
Art	23	25	28	10	5
Other cultural arts (dance, drama)	22	23	26	8	5
Social Studies	2	6	32	39	6

Part 2. Special Support Personnel:

AREA	Very great need	Great need	Some need	Little or no need	Not applicable
Library personnel	22	21	25	11	11
Librarians or media coordinators	20	21	24	11	11
School social worker, school psychologist	37	25	20	5	4
Student counselors (testing, etc.)	27	25	24	7	4
Health specialists (nurse, etc.)	23	25	27	6	7
School secretaries	19	19	21	11	16
Teacher clerical help	40	25	19	5	3
Teacher aides (either volunteer or paid)	51	23	14	3	3
Media technicians (make visuals, tapes, etc.)	27	24	28	8	3

Please go on to next page

10. We want to know how you would invest an extra $1,000 if this amount was provided on a per-teacher basis in three broad areas: 1) teacher benefits, 2) new personnel, and 3) instructional supplies. Darken the oval coded A—F for the range which contains the amount closest to what you might realistically invest.

A	represents an investment between $751 - $1,000	(very high)
B	represents an investment between $501 - $750	(high)
C	represents an investment between $251 - $500	(medium)
D	represents an investment between $101 - $250	(fair)
E	represents an investment between $ 5 - $100	(low)
F	represents an investment of less than $5	(very low)

Items with no darkened oval will represent no investment.

Part 1.

Invest $1,000 on the following incomplete list of Teacher Benefits. Don't spend over $1,000 on Part 1.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
General raise in annual salary for teachers	18	19	29	13	3	1
Raise minimum salary of starting teachers	2	3	6	12	13	5
Increase fringe benefits (sick leave, insurance, retirement, etc.)	6	7	22	26	11	2
Increase number of paid work days (without students)	3	3	10	16	15	5
Establish rate of pay for extra duty (buses, lunchroom, ball games, etc.)	2	1	4	8	16	9
Pay expenses for certificate renewal	2	2	6	14	20	6
Pay extra supplement for teachers of slow learners	2	2	5	8	11	9
Other (_____) Please specify	1	1	2	2	2	2

Part 2.

Invest $1,000 on the following incomplete list of New Personnel. Don't spend over $1,000 on Part 2.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Specially trained teachers for the school (see question 9, Part 1) for science, reading, P.E., etc.	8	11	25	17	5	2
Support personnel for the school (see question 9, Part 2) for teacher clerical help, counselors, etc.	4	6	20	21	8	2
Reduction of class size--i.e., new teachers	11	10	19	15	5	2
Released time for curriculum evaluation, visitations, teacher planned workshops, etc.	3	4	14	16	12	3
Specialists to develop and evaluate new curriculum for slow learners	3	3	9	12	10	4
District specialists in reading-language arts, science, math	2	2	5	7	8	5
Other (_____) Please specify	1	1	3	2	3	3

10. (Continued)

Part 3.

Invest $1,000 for the following incomplete list of Instructional Materials media or equipment. Don't spend over $1,000 on Part 3.

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Basic supplies (paper, paint, clay, playground equipment, etc.)	3	4	14	24	15	1
Printed supplemental material (workbooks, weekly reader, Readers Digest materials, etc.)	2	4	14	25	19	1
Additional textbooks (supplementary, etc.)	2	2	7	16	13	3
Classroom equipment (cassette recorders, headphones, overhead projector, record players, etc.)	3	5	16	25	11	2
Programmed materials (SRA, Individualized Mathematics System, etc.)	2	3	12	21	14	2
Learning centers equipment (carpet, rocking chair, aquarium, lamps, etc.)	3	3	11	20	17	3
Learning centers materials (printed matter, magazines, newspapers, learning games)	2	3	12	24	21	2
Diagnostic testing materials (reading, etc.)	1	2	4	9	19	4
Other (_____) Please specify	1	0	1	1	2	2

Part 4.

Now, in summary, show how you would invest $1,000 on the three broad areas. Don't spend over $1,000!

	$751-$1,000	$501-$750	$251-$500	$101-$250	$5-$100	Less than $5
Teacher Benefits (salary, fringe, etc. from Part 1)	13	20	38	15	2	0
New Personnel (specially trained teachers, support personnel, etc. from Part 2)	4	8	33	29	3	1
Instructional Materials, media or equipment (supplies, textbooks, etc. from Part 3)	3	7	30	34	5	1

Please go on to next page

In this final section, please help some of our SDPI subject matter consultants by answering some specific questions on your training or instructional program.

1. How many formal courses have you had in the teaching of reading?
(11) 0 (15) 1 (15) 2 (13) 3 (9) 4 (6) 5 (2) 6 (14) 7 (10) 8 or more

2. Indicate how adequately trained you feel in the following areas by darkening the oval which is coded closest to your answer.

A means "I feel my training has been excellent"
B means "I feel my training has been good"
C means "I feel my training has been adequate"
D means "I feel my training has been poor"
E means "I feel my training has been totally inadequate"

STATEMENT	Excellent	Good	Adequate	Poor	Inadequate
Training to diagnose specific skill weaknesses in reading	9	30	34	18	4
Training to determine instructional reading levels of students	11	34	36	11	2
Training to prescribe a program of instruction for individual students based upon my own diagnosis	7	28	37	18	3
Training to use approaches other than the basal textbook	13	33	33	13	2
Training to organize and manage reading programs using many approaches	10	28	33	19	3
Training to keep records of specific skill development for every child	6	22	36	24	4
Training to teach health	6	27	47	11	2
Training to teach physical education	7	24	43	15	4
Training to teach the metric system of measurement	1	6	13	26	43
Training to teach science	6	22	44	17	4
Training to teach cultural arts	4	16	37	25	8
Training to teach social studies	10	31	43	7	2
Training to teach mathematics	13	38	35	6	2

Please go on to next page

3. How can the State Department of Public Instruction best help you develop and maintain a strong language arts program? Darken the "Yes" oval by the TWO statements closest to your answer. Darken the "No" oval for the remaining six statements.

	Yes	No
Provide teacher workshops emphasizing ideas for implementing a Language Arts Program	55	33
Provide resource material for curriculum development	40	48
Conduct demonstrations of teaching methods	53	36
Supply state curriculum guides	18	67
Review and evaluate Language Arts Programs	17	68
Conduct workshops using newly adopted textbooks	32	55
Provide a list of proven successful programs in my area of the state	21	63
Other (_____ Please specify)	4	63

4. Have you participated in a Science Curriculum Improvement Study (SCIS) training program?
(14) Yes (79) No

5. Do you read "North Carolina Public Schools" regularly?
(60) Yes (35) No

6. Do you read "North Carolina Education" regularly?
(75) Yes (21) No

7. Have you used the State Department of Public Instruction's science source book "Science Grades K-6" this year?
(47) Yes (46) No

8. Have you used the State Department of Public Instruction's mathematics source book "Mathematics Goals and Activities" this year?
(32) Yes (58) No

9. Have you participated in any science in-service programs in the last three years?
(27) Yes (65) No

10. Have you participated in any mathematics in-service programs in the last three years?
(43) Yes (49) No

74

Please go on to next page

11. How can the State Department of Public Instruction consultants best help you develop and maintain strong programs in mathematics, science, social studies, cultural arts, and physical education? Darken the "Yes" oval by the TWO statements closest to your answer. Darken the "No" oval for the remaining six statements.

	Yes	No
Provide teacher workshops emphasizing ideas for implementing these programs	67	33
Provide resource material for curriculum development	47	53
Conduct demonstrations of teaching methods	60	40
Supply state curriculum guides	22	78
Review and evaluate these programs	18	82
Conduct workshops using newly adopted textbooks	35	65
Provide a list of proven successful programs in my area of the state	23	77
Other (_____)	6	94

Please specify

* * * *

APPENDIX D

SUMMARY RESPONSE DATA -
SCHOOL INFORMATION QUESTIONNAIRE

TABLE 1

PERCENTAGE OF SAMPLED SCHOOLS' POPULATION LIVING IN THREE TYPES OF COMMUNITIES

Percent	Type of Community
48.7	Rural area (population less than 5,000)
28.7	Town (population 2,500 - 50,000)
22.6	City or suburb (population over 50,000)

TABLE 2

PERCENTAGE OF SAMPLED SCHOOLS HAVING VARIOUS PERCENTAGES OF BLACK STUDENTS

Percentage of Black Students	0-10%	11-26%	27-42%	43-58%	59-74%	75-90%	91-100%
Percentage of Sampled Schools	21.5	22.1	28.3	17.7	6.2	3.4	0.8

TABLE 3

NUMBER OF SAMPLED PRINCIPALS WHOSE SCHOOLS INCLUDE VARIOUS GRADES

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Number of Principals Reporting	376	578	578	604	536	431	350	163	138	23	17	17	18

TABLE 4

PRINCIPALS' JUDGMENT OF THEIR CAPABILITIES IN MAJOR SCHOOL PROGRAM AREAS

Major School Program Area	Percent Judging Themselves			
	Very Capable	Capable	Need Some Help	Need a Great Deal of Help
Instructional Leadership	30.6	57.0	12.1	0.3
Business Management	42.0	50.2	7.0	0.8
General School Harmony	48.5	48.9	2.1	0.3
Community Relations	42.2	50.8	6.7	0.3
Staff Relations	45.3	50.6	3.7	0.0
Discipline	42.7	51.5	5.2	0.5

TABLE 5

PRINCIPALS' JUDGMENT OF THEIR TRAINING IN MAJOR SCHOOL PROGRAM AREAS

Major School Program Area	Percent Judging Their Training				
	Excellent	Good	Adequate	Poor	Totally Inade-quate
Instructional Leadership	17.4	41.2	30.8	10.4	0.2
Business Management	12.0	33.8	37.3	14.8	2.1
General School Harmony	12.2	39.1	40.1	8.3	0.3
Community Relations	13.3	36.6	36.6	12.5	1.0
Staff Relations	12.7	42.2	36.0	8.6	0.5
Discipline	12.0	36.3	39.2	11.1	1.5

TABLE 6

PRINCIPALS' JUDGEMENT OF TEACHERS' CAPABILITIES IN CERTAIN SUBJECT AREAS

Subject Area	Percent Judging Teachers			
	Very Capable	Capable	Need Some Help	Need a Great Deal of Help
Mathematics	26.5	59.7	13.5	0.3
Art	7.1	31.5	53.6	7.8
Speech - Drama	2.6	20.7	56.8	19.7
Language Arts	37.6	55.8	6.3	0.3
Physical Education	4.7	25.5	51.5	18.2
Social Studies	21.7	66.0	11.7	0.7
Music	5.0	25.9	57.7	11.4
Dance - Movement	1.5	13.7	57.9	76.8
Reading	33.2	51.6	14.0	1.1
Science	10.4	56.9	30.4	2.3
Health	12.2	70.3	16.6	0.8

TABLE 7

PRINCIPALS' JUDGMENT OF TEACHERS' CAPABILITIES IN DEALING WITH VARIOUS TYPES OF STUDENTS, TECHNIQUES, OR PROBLEMS

Type of Student, Technique, or Problem	Percent Judging Teachers			
	Very Capable	Capable	Need Some Help	Need a Great Deal of Help
Use of Standardized Tests	10.1	45.5	35.9	8.5
Use of Media	17.3	52.5	28.1	2.1
Classroom Discipline	31.0	60.9	6.8	1.3
Migrant Students	9.2	51.2	30.9	8.5
Exceptionally Talented Students	11.2	48.8	35.6	4.2
Children With Physical Handicaps	7.8	37.9	43.4	10.9
Student Counseling	5.9	36.6	46.9	10.7
Children With Learning Disabilities	4.4	15.7	51.9	28.0
Individualization of Instruction	11.1	40.4	39.9	8.6
Team Teaching	8.1	33.7	45.2	13.0
Teaching in an Open Classroom	8.9	23.7	45.9	21.5
Teaching Classes With Multiaged Students	7.8	26.4	42.5	23.3
Use of Diagnostic Tests to Determine Skill Needs	6.4	32.3	50.1	11.2

TABLE 8

COMPARISON OF PRINCIPALS' AND TEACHERS' RATINGS OF TEACHERS' CAPABILITIES IN CERTAIN SUBJECT AREAS

Principals' Ratings of Teachers' Capabilities			Teachers' Ratings of Teachers' Capabilities		
Area	% Capable	% Need Help	Area	% Capable	% Need Help
Language Arts	93.4	6.6	Language Arts	89.6	4.7
Social Studies	87.7	12.4	Reading	86.8	8.5
Mathematics	86.2	13.8	Mathematics	85.6	7.8
Reading	84.8	15.1	Health	81.6	10.0
Health	82.5	17.4	Social Studies	81.4	10.2
Science	67.3	32.7	Science	70.6	21.6
Art	38.6	61.4	Physical Education	61.2	31.2
Music	30.9	69.1	Art	47.1	45.4
Physical Education	30.2	69.7	Music	38.6	54.1
Speech/ Drama	23.3	76.5	Speech/ Drama	36.9	48.7
Dance/ Movement	15.2	84.7	Dance/ Movement	24.8	62.7

TABLE 9

COMPARISON OF PRINCIPALS' AND TEACHERS' RATINGS OF TEACHERS' CAPABILITIES IN DEALING WITH VARIOUS TYPES OF STUDENTS, TECHNIQUES, OR PROBLEMS

Principals' Ratings of Teachers' Capabilities			Teachers' Ratings of Teachers' Capabilities		
Type of Student, Technique, or Problem	% Capable	% Need Help	Type of Student, Technique, or Problem	% Capable	% Need Help
Classroom Discipline	91.9	8.1	Classroom Discipline	86.9	9.3
Use of Media	69.8	30.2	Use of Media	78.5	13.1
Migrant Students	60.4	39.4	Individual-ization	66.3	26.8
Talented Students	60.0	39.8	Standard Tests	64.4	26.2
Standard Tests	55.6	44.4	Team Teaching	60.2	22.0
Individual-ization	51.5	48.5	Talented Students	58.8	23.1
Physical Handicap	45.7	54.3	Student Counseling	57.5	41.7
Student Counseling	42.5	57.6	Open Classroom	43.2	36.9
Team Teaching	41.8	58.2	Migrant Students	32.7	33.3
Multiaging	34.2	65.8	Multiaging	32.2	36.1
Open Classroom	32.6	67.4	Physical Handicap	27.3	52.3
Learning Disabilities	20.1	79.9	Learning Disabilities	23.8	69.1

TABLE 10

PRINCIPALS' PERCEPTIONS OF THREE GREATEST EDUCATIONAL NEEDS IN GRADES K-3

Area of Need	Number of Times Mentioned			
	As Need #1	As Need #2	As Need #3	Total
Personnel	291	291	240	822
A. Support	79	82	62	223
(1) Aides and Tutors	71	72	45	188
(2) Assistant Principals	2	1	2	5
B. Specialists	112	146	135	393
(1) Music, Art, Physical Education	33	44	40	117
(2) Psychologists, Counselors, Testing Specialists	25	34	32	91
(3) Nurses (Health)	1	4	4	9
(4) Reading, Speech, etc.	17	14	12	43
C. Teacher/Pupil (or Student/Teacher) Ratio	74	37	26	137
Curriculum	146	61	49	256
A. Exceptional Children	5	6	5	16
B. Language Arts	4	2	1	7
C. Mathematics	2	4	1	7
D. Reading	13	8	5	26
E. Statewide Kindergarten Program	86	20	10	116
Supplies and Materials	24	65	82	171

Continued

TABLE 10 - Continued

Area of Need	Number of Times Mentioned			
	As Need #1	As Need #2	As Need #3	Total
Facilities	26	30	35	91
A. Class Size	1	1	3	5
B. Physical Education	0	1	2	3
Training	42	49	44	135
A. College	14	13	7	34
B. Inservice, Workshops, etc.	8	14	17	39
Miscellaneous	64	83	109	256
A. Community Relations	7	10	12	29
B. Salaries, Benefits	4	11	13	28
# Blank Responses	25	39	59	123
Total	618	618	168	1854

TABLE 11

PERCENT OF PRINCIPALS INDICATING HANDICAPS TO EFFECTIVE TEACHING IN VARIOUS SUBJECT AREAS

Subject Area	Type of Handicap							
	Facilities	Supplies & Materials	Teacher Knowledge	Interest (Student)	Interest (Teacher)	Special-ists	Curriculum	Other
Reading	9.4	19.0	8.7	19.0	1.4	23.3	7.0	12.3
Language Arts	7.6	28.7	5.5	23.2	1.9	7.8	10.8	14.6
Social Studies	6.5	29.1	4.8	19.6	4.9	3.4	18.4	13.3
Mathematics	5.3	29.4	10.2	20.4	2.5	9.1	12.1	11.1
Music	15.8	5.2	12.4	3.2	5.6	43.0	7.2	7.6
Science	12.0	29.4	17.1	5.5	9.3	8.3	11.4	7.0
Physical Education	19.7	5.7	7.2	1.4	10.6	46.2	5.2	3.9
Art	9.8	8.5	10.5	0.9	3.5	55.5	6.5	4.8
Other Cultural Arts	9.6	2.2	13.8	1.3	6.0	56.0	6.7	4.4
Health	9.2	16.3	4.5	12.7	10.8	10.0	23.1	13.1

TABLE 12

PRINCIPALS' RATING OF EXISTING SUPPLIES AND MATERIALS

Type of Supplies or Materials	Percent Judging Existing Supplies and Materials				
	Excellent	Good	Adequate	Poor	Totally Inadequate
Basal Texts	21.9	50.9	22.6	4.1	0.5
Supplemental Texts	8.3	39.6	38.8	12.2	1.1
Other Supplemental Material	7.5	32.1	39.9	18.2	2.3

TABLE 13

PRINCIPALS' JUDGMENT OF NEED FOR SPECIAL INSTRUCTIONAL AND SUPPORT PERSONNEL

Type of Special Instructional and Support Personnel	Percent Judging Need				
	Very Great Need	Great Need	Some Need	Little or No Need	Not Applicable
Science	12.0	16.4	45.7	13.9	12.0
Reading	36.5	17.2	25.4	9.1	11.8
Language Arts	12.4	12.9	38.5	19.1	17.2
Health	7.4	11.2	40.3	25.2	15.9
Physical Education	53.7	19.1	15.3	3.1	8.8
Mathematics	12.9	18.6	40.1	16.3	12.1
Music	32.7	22.5	22.9	6.1	15.8
Art	42.3	24.2	21.1	4.7	7.7
Other Cultural Arts	39.6	22.4	27.3	7.7	3.0
Social Studies	2.2	8.3	41.0	28.5	20.1
Library Personnel	25.3	14.3	27.3	10.8	22.4
Librarians or Media Coordinators	19.8	14.6	21.5	12.7	31.2

Continued

TABLE 13 - Continued

Type of Special Instructional and Support Personnel	Percent Judging Need				
	Very Great Need	Great Need	Some Need	Little or No Need	Not Applicable
School Social Workers, School Psychologists	50.9	21.9	19.9	3.2	4.0
Student Counselors (Testing, etc.)	41.8	22.1	23.1	7.7	5.2
Health Specialists (Nurse, etc.)	24.4	22.7	31.0	11.7	10.2
School Secretary	19.2	11.7	22.7	13.1	33.2
Teacher Clerical Help	38.3	23.6	26.3	7.7	4.0
Teacher Aides (Volunteer Paid)	48.4	25.0	19.7	2.6	4.3
Media Technicians	23.5	21.3	33.2	14.1	7.9

TABLE 14

COMPARISON OF PRINCIPALS' AND TEACHERS' JUDGMENT
OF TEACHERS' CAPABILITIES AND NEED
FOR SPECIAL INSTRUCTIONAL AND SUPPORT PERSONNEL

Principals' Judgment			Teachers' Judgment		
Area	% Capable	% Need Help	Area	% Capable	% Need Help
Teacher Aides	73.4	2.6	Teacher Aides	74.0	2.7
Social Worker	72.8	3.2	Teacher Clerical Aides	64.1	5.2
Physical Education	72.8	3.1	Social Worker	62.6	4.8
Art	66.5	4.7	Student Counselor	52.4	6.9
Student Counselor	63.9	7.7	Media Technician	50.0	7.8
Cultural Arts	39.6	7.7	Health Specialist	48.4	6.1
Music	55.2	6.1	Music	48.0	9.1
Reading	53.7	9.1	Art	47.7	10.3
Teacher Clerical Aides	51.1	7.7	Physical Education	45.4	12.7
Health Specialist	47.1	11.7	Cultural Arts	45.4	7.7
Media Technician	44.8	14.1	Library Personnel	42.5	10.7
Library Personnel	39.6	10.8	Library Media	40.9	10.6
Library Media	34.4	12.7	Secretaries	37.8	11.4

Continued

TABLE 14 - Continued

Principals' Judgment			Teachers' Judgment		
Area	% Capable	% Need Help	Area	% Capable	% Need Help
Mathematics	31.5	16.3	Reading	33.4	20.6
Secretaries	30.9	13.1	Science	19.6	21.7
Science	28.4	13.9	Language Arts	15.0	36.1
Language Arts	25.3	19.1	Mathematics	14.5	36.0
Health	18.6	25.2	Health	8.9	40.2
Social Studies	10.5	28.5	Social Studies	8.3	39.0

TABLE 15

PRINCIPALS' JUDGMENT OF ADEQUACY OF THEIR SCHOOL FACILITIES AND RELATED AREAS

Facilities and Related Areas	Principals' Judgment				
	Very Adequate	Adequate	Inade-quate	Very Inadequate	Not Applicable
Size of Physical Plant	21.4	23.0	24.0	21.4	0.2
Physical Education Facilities	11.2	28.1	31.5	29.1	0.2
Sound Absorption	5.0	33.0	31.7	29.9	0.3
Lighting	17.5	54.3	18.3	9.9	0.0
Central Location of Student Services	14.6	48.2	24.4	12.2	0.6
Temperature Control	9.9	37.8	32.6	19.5	0.2
General Condition of Buildings	13.6	53.2	21.5	11.7	0.0
Storage Capacity	4.2	24.0	38.8	33.0	0.0
Size of Cafeteria	16.3	52.8	20.4	9.6	0.8
Library Books and Periodicals	11.3	67.4	19.1	1.9	0.2
Classroom Books and Periodicals	4.9	61.4	30.3	3.4	0.0
Janitorial Supplies	7.1	70.3	19.6	2.9	0.0
Office Supplies	8.0	75.5	14.1	2.4	0.0

Continued

TABLE 15 - Continued

Facilities and Related Areas	Principals' Judgment				
	Very Adequate	Adequate	Inade-quate	Very Inadequate	Not Applicable
Visual and Sound Materials	5.4	51.8	39.9	2.8	0.2
Instructional Equipment	7.3	50.2	38.5	3.9	0.2
Lunchroom Equipment	13.4	67.7	14.4	3.4	1.0
General Building Equipment	8.2	66.4	21.7	3.6	0.2
Office Equipment	9.8	71.1	16.7	2.1	0.2
Parent Support	22.3	64.9	9.8	2.8	0.2
Teacher Satisfaction	16.1	76.3	6.7	0.5	0.3
Instructional Support Services	4.4	41.5	44.5	9.3	0.5
Diagnostic Services	2.6	15.8	50.6	30.3	0.7
Building Maintenance	2.9	49.6	37.2	10.1	0.2
Management Services	2.0	62.7	30.3	4.1	0.8
Number of Non-professionals	3.3	53.7	33.3	5.4	1.5
Community Financial Support	6.6	46.5	37.1	8.9	0.8

TABLE 16

RANKING OF PRINCIPALS' JUDGMENT OF ADEQUACY
OF THEIR SCHOOL FACILITIES AND RELATED AREAS

Rank	Facilities or Related Areas	Principals' Judgment	
		Adequate	Inadequate
1	Teacher Satisfaction	92.4	7.2
2	Parent Support	87.2	12.6
3	Office Supplies	83.5	16.5
4	Lunchroom Equipment	81.1	17.8
5	Office Equipment	80.9	18.8
6	Library Books and Periodicals	78.7	20.0
7	Janitorial Supplies	77.4	22.5
8	General Building Equipment	74.6	25.3
9	Lighting	71.8	28.2
10	Size of Cafeteria	69.1	30.0
11	General Condition of Building	66.8	33.2
12	Classroom Books and Periodicals	66.3	33.7
13	Management Services	64.7	34.4
14	Central Location of Student Services	62.8	36.6
15	Instructional Equipment	57.5	42.4
16	Visual and Sound Materials	57.2	42.7
17	Number of Nonprofessionals	57.0	38.7
18	Size of Physical Plant	54.4	45.4

Continued

TABLE 16 - Continued

Rank	Facilities or Related Areas	Principals' Judgment	
		Adequate	Inadequate
19	Community Financial Support	53.1	46.0
20	Building Maintenance	52.5	47.3
21	Temperature Control	47.7	52.1
22	Instructional Support Services	45.9	53.6
23	Physical Education Facilities	39.3	60.6
24	Sound Absorption	35.0	61.6
25	Storage Capacity	28.2	71.8
26	Diagnostic Services	18.4	80.9

TABLE 17

PERCENT OF PRINCIPALS REPORTING USE OF PROMISING PRACTICES
BY AT LEAST ONE TEACHER IN THE SCHOOL

Practice	Percent Reporting
Grouping children for reading by achievement level	89.0
Grouping children for math by achievement level	78.3
Using a noncompetitive grading system	50.0
Team teaching for reading	43.9
Team teaching for math	39.0
Team teaching for other subjects	36.6
Nongraded classes	22.7
Tutoring by students from other classes or grade levels	53.0
Open classroom concept	53.0
Using teacher aides (salaried or volunteers)	88.3
Special resource centers (other than the library)	47.1
School has advisory committee of students that meets regularly	8.7
School has advisory committee or parents and lay public (not including PTA) that meets regularly	45.8
School is making innovative use of media such as "listening" centers, single-concept film loop, cassette tapes, cassette players to carry home, etc.	79.6
Teachers place special emphasis upon career education	24.8
Using diagnostic tests for in-depth analysis of specific skill strengths and weaknesses	65.1

Continued

TABLE 17 - Continued

Practice	Percent Reporting
Special instruction in cultural arts (i.e., music, art or drama) offered a minimum of three class periods per week	30.7
Lay readers	19.4
Multigraded classes	37.2
After school study center	4.4
Management system for reading (see definition on page 5, question 10)	23.0
Community use of school resources and school use of community resources - a mutual exchange which benefits both	64.1

TABLE 18

GROWTH OF PROMISING PRACTICES FROM 1969-70 TO 1973-74
ACCORDING TO PRINCIPALS*

Practice	Percent of Principals Reporting Use of Practice in a Given Year				
	1973-74	1971-72	1970-71	1969-70	1968-69
Grouping children for reading by achievement level	89.0	88.2	85.3	76.0	66.2
Grouping children for math by achievement level	78.3	76.4	68.9	55.8	48.8
Using a competitive grading system (A-B-C)	NA**	69.6	70.1	77.3	78.0
Using a noncompetitive grading system	50.0	40.6	35.6	21.3	15.2
Team teaching for reading	43.9	41.5	35.4	24.3	16.6
Team teaching for math	39.0	34.9	28.6	20.2	13.8
Team teaching for other subjects	36.6	34.9	27.2	16.8	12.0
Nongraded classes	22.7	16.6	14.3	12.7	8.4
Tutoring by students from other classes or grade level	53.0	41.5	30.4	15.6	13.2
Open classroom concept	53.0	28.8	13.6	6.6	4.1
Using teacher aides (salaried or volunteers)	88.3	86.8	82.3	71.4	59.9

Continued

TABLE 18 - Continued

Practice	Percent of Principals Reporting Use of Practice in a Given Year				
	1973-74	1971-72	1970-71	1969-70	1968-69
Teachers using behavioral objectives	NA	54.9	45.1	29.5	27.7
Special resource centers (other than library)	47.1	54.9	42.2	29.3	23.8
School has regularly meeting committee of students	8.7	27.0	21.3	13.8	11.6
School has regularly meeting advisory committee of parents and lay public (not including PTA)	45.8	42.4	38.3	32.9	31.1
Instructional media (listening centers, single concept film loop, cassette tapes, T.V., etc.)	79.6	88.2	81.2	66.7	56.9
Teachers place special emphasis upon career education	24.8	33.1	24.5	15.6	13.2
Using diagnostic tests for individualized instruction programs	65.1	75.7	63.9	49.4	44.0

Continued

TABLE 18 - Continued

Practices	Percent of Principals Reporting Use of Practice in a Given Year				
	1973-74	1971-72	1970-71	1969-70	1968-69
Special instruction in cultural arts (i.e., music, art or drama) offered a minimum of three class periods per week	30.7	42.4	38.3	32.9	31.1
Community use of school resources and school use of community resoures in a mutual exchange which benefits both	64.1	NA	NA	NA	NA
Multigraded classes	37.7	NA	NA	NA	NA
Management system for reading	23.0	NA	NA	NA	NA
Lay readers	19.4	NA	NA	NA	NA
After school study centers	4.4	NA	NA	NA	NA

* The information presented in the above table reflects responses to the following question, "We want to know if the following practices and/or innovations have been tried in this school for grades K-3. Please check the appropriate year(s) in which these practices have been tried by one level (K-3) for at least one grade period. Leave blank if not tried."

** NA = Not asked on Principals' Questionnaire.

TABLE 19

COMPARISON IN THE USE OF PROMISING PRACTICES BETWEEN 1970-71 AND 1973-74

Practice	Percent of Principals Reporting Use of Practice in a Given Year		
	1973-74	1971-72	Change Between 1971-72 and 1973-74
Grouping children for reading	89.0	88.2	+ 0.8
Using teacher aides (salaried or volunteers)	88.3	86.8	+ 1.5
Innovative use of media (listening centers, single concept film loop, etc.)	79.6	88.2	- 8.6
Grouping children for math by achievement level	78.3	76.4	+ 1.9
Using diagnostic tests for individualized instruction programs	65.1	75.7	-10.6
Community use of school resources and school use of community resources in a mutual exchange which benefits both	64.1	Not Asked	Not Asked
Open classroom concept	53.0	28.8	+24.2
Tutoring by students from other classes or grade levels	53.0	41.5	+11.5
Using noncompetitive grading system	50.0	40.6	+ 9.4
Special resource centers (other than the library)	47.1	54.9	- 7.8
School has advisory committee of parents and lay public (not including PTA) that meets regularly	45.8	47.6	- 1.8
Team teaching for reading	43.9	41.5	+ 1.8

Continued

TABLE 19 - continued

Practice	Percent of Principals Reporting Use of Practice in a Given Year		
	1973-74	1971-72	Change Between 1971-72 and 1973-74
Team teaching for math	39.0	34.9	+ 4.1
Multigraded classes	37.7	Not Asked	Not Asked
Team teaching for other subjects	36.6	34.9	+ 1.7
Special instruction in cultural arts (offered a minimum of three class periods per week)	30.7	42.4	-11.7
Teachers place special emphasis upon career education	24.8	33.1	- 8.3
Management system for reading	23.0	Not Asked	Not Asked
Nongraded classes	22.7	16.6	+ 6.1
Lay readers	19.4	Not Asked	Not Asked
School has advisory committee students that meet regularly	8.7	27.0	-18.3
After school study centers	4.4	Not Asked	Not Asked

TABLE 20

PERCENT OF PRINCIPALS REPORTING APPROACHES USED
IN REGULAR AND SPECIAL (OR TITLE I)
READING PROGRAMS

Approach	Type of Reading Program	
	Regular	Special or Title I*
Management System: There is a well defined sequence of skills which are mastered using a variety of instructional materials. Each child is given diagnostic tests to determine those skills which need work and post tests for skill mastery. (Wisconsin and Fountain-Valley, etc.)	33%	47%
Language Experience: The child's own experiences and language provide the basic materials. The vocabulary is unlimited. No commercial material is required for this approach.	50%	24%
Individual Approach: The pupil seeks and selects reading materials and paces himself in his reading. Frequent, individual conferences are held with the teachers.	53%	35%
Basal Approach: The pupil works from one of several basal textbooks. There is definite skill sequence and controlled vocabulary.	95%	23%

*Percent based on total of 618 schools not Title I.

TABLE 21

PRINCIPALS' ESTIMATE OF THE NUMBER AND DURATION OF READING SESSIONS IN TYPICAL THIRD-GRADE CLASS DURING AN AVERAGE WEEK

Type of Program	Estimate		
Regular Reading Program	Median	Mode	Range
Number of sessions per week	5	5	2-90
Length of session (min.)	45	60	2-210
Total minutes per week	300	300	75-3600
Special or Title I Reading Program	Median	Mode	Range
Number of sessions per week	5	5	1-95
Length of session (min.)	30	30	5-200
Total minutes per week	150	150	75-3600

TABLE 22

PRINCIPALS' REPORT OF THE TURNOVER RATE FOR FOUR MAJOR SCHOOL PERSONNEL AREAS

Personnel Area	Number			Turnover Last Year			Turnover Expected This Year		
	Median	Mode	Range	Median	Mode	Range	Median	Mode	Range
Teachers K-3	12	10	1-41	1	1	0-12	1	0	0-18
Janitors and maids	2	2	0-6	0	0	0-5	0	0	0-3
Cafeteria Personnel	5	5	0-14	0	0	0-7	0	0	0-7
Clerical Staff	1	1	0-6	0	0	0-3	0	0	0-3

TABLE 23

PRINCIPALS' JUDGMENT OF JOB TRAINING
FOR FOUR MAJOR SCHOOL PERSONNEL AREAS

Personnel Area	Percent Judging Training				
	Excellent	Good	Adequate	Poor	Totally Inadequate
Janitors and Maids	8.0	23.8	43.0	23.3	2.0
Cafeteria Personnel	15.5	42.8	36.1	4.9	0.7
Clerical Staff	34.9	39.3	20.6	4.1	0.8
Teachers K-3	25.1	60.3	13.2	1.5	0.0

TABLE 24

PRINCIPALS' ESTIMATE OF THE AMOUNT REQUIRED
TO REPLACE OR REPAIR SCHOOL PROPERTY
DAMAGED BY VANDALISM

Median	Mode	Range
$150	$100	$0-9500

TABLE 25

PERCENT OF PRINCIPALS REPORTING THEIR SCHOOL FACILITIES WERE USED DURING THIS PAST SUMMER

YES 41%	NO 59%

TABLE 26

PERCENT OF PRINCIPALS WHO HAVE PRINCIPALS' CERTIFICATE

YES 95%	NO 5%

TABLE 27

PERCENT OF PRINCIPALS INDICATING THAT NORTH CAROLINA SHOULD MOVE TOWARD YEAR-ROUND SCHOOL PROGRAMS

YES 41%	NO 24%	NOT CERTAIN 35%

TABLE 28

A COMPARISON OF TEACHERS AND PRINCIPALS
ON HOW THEY WOULD SPEND NEW EDUCATIONAL MONIES

Expenditure Category	Principals	Teachers
Teacher Benefits	25%	46%
New Personnel	50%	29%
Instructional Materials	25%	25%

TABLE 29

PERCENT RANK ACCORDING TO DEGREE OF CHANGE IN USE OF PROMISING PRACTICES FROM 1970-71 TO 1973-74

RANK	PRACTICE	PERCENT CHANGE
1	Open classroom concept	24.2
2	Tutoring by students from other classes or grade levels	11.5
3	Using noncompetitive grading system	9.4
4	Nongraded classes	6.1
5	Team teaching for math	4.1
6	Team teaching for reading	2.4
7	Grouping children for math by achievement level	1.9
8	Team teaching for other subjects	1.7
9	Using teacher aides (salaried or volunteers)	1.5
10	Grouping children for reading	0.8
11	School has advisory committee of parents and lay public (not including PTA) that meets regularly	-1.8
12	Special resource centers (other than the library)	-7.8
13	Teachers place special emphasis upon career education	-8.3
14	Innovative use of media (listening centers, single concept film loops, etc.)	-8.6
15	Using diagnostic tests for individualized instruction programs	-10.6
16	Special instruction in cultural arts (offered a minimum of three class periods per week)	-11.7
17	School has advisory committee of students that meets regularly	-18.3

APPENDIX E

ASSUMPTIONS AND CALCULATIONS ON QUESTION 10 REGARDING SPENDING ON TEACHER BENEFITS NEW PERSONNEL, AND INSTRUCTIONAL MATERIALS

ASSUMPTIONS AND CALCULATIONS

The format for determining the relative rankings of items often requested by and for teachers was the result of several field tests where rankings and coding of actual amounts were examined as alternatives. It was found that this method, while time consuming, was readily understood.

For consistency in interpretation and for a "best" estimate of the actual amount invested by the "typical" teacher, the following assumptions and steps were followed:

1. It was assumed that any amount invested within an interval was equally likely to occur. That is, $748 was as likely to have been chosen by someone as $747.

2. It was assumed that 12 percent of the responding teachers omitted Question 10. This was suggested by the 12 percent blank response to Teacher Benefits in Part 4 of Question 10. Not only was this the smallest percent of blanks on this entire question, but it was also similar in magnitude to blanks on the other more difficult questions.

3. In order to determine the median estimate for each element, 12 percent was subtracted from the blanks on that element; the remaining blanks then represented an investment of zero dollars for that element.

4. Beginning with the percent who invested no dollars, the interval in which the 50 percent fell was determined (technically the forty-fourth would be correct, but all final figures would have to be adjusted upward by some constant amount to get a section total near 1,000, so 50 was used instead and the adjustment was unnecessary).

5. The cumulative sum of all lower intervals was subtracted from 50 and represented as the numerator while the actual percentage in the interval where 50 would fall was used as the denominator. The result was then multiplied by the total number of dollars in that interval; thus, by assumption one, this dollar amount could be added to the top value of the last complete interval. For example, if 45 percent had chosen zero or one of the lower three intervals (less than 5, 5-100, 101-250) and 25 percent selected the 251-500 interval, then 5/25 or 1/5 times $250 = $50 which would be added to 250 for a median of $300.

6. The medians for all elements were summed to check for the sum totals in each part of $1,000. All such sums were close and were adjusted to equal $1,000.

7. The resulting medians of Part 4, which set overall priorities, were translated to percentages and multiplied by the element medians in order to obtain a list of overall priorities. (Note: It is important to point out the lack of consensus on supplies and materials will tend to mask that priority unless the reader groups these figures near the middle of the table together.)

Comments:

1. This method should not be treated as capable of producing interval number results. They are merely the best and most consistent cross-elements' estimates we could obtain. Certainly then, the relative rankings are interpretable. The figures or amounts are merely estimates.

2. The actual percentages responding to each interval are shown in Appendix C. The final rankings and estimated amounts list will be included here for the reader's consideration.

TABLE 1

TEACHERS' INVESTMENT OF $1,000 OF NEW MONEY
TO VARIOUS EDUCATIONAL NEEDS CATEGORIES

Rank	Teacher Needs	Estimated Amount
1	General raise in annual salary for teachers	201.68
2	Fringe benefits increase (sick leave, insurance, retirement, etc.)	94.54
3	Specially trained teachers for the school for science, reading, P.E., etc.	76.63
4	Reduction of class size -- i.e., new teachers	76.44
5	Support personnel for the school for teacher (clerical help, counselors, etc.)	49.11
6	Number of paid work days increase (without students)	47.00
7	Classroom equipment (cassette recorders, headphones, overhead projectors, etc.)	40.72
8	Basic supplies (paper, paint, clay, playground equipment, etc.)	38.88
9	Printed supplementary material (workbooks, weekly reader, etc.)	37.22
10	Released time for curriculum evaluation, visitations, teacher planned workshops	36.10
11	Learning centers materials (printed matter, magazines, newspapers, learning games)	32.39
12	Programmed materials (SRA, Individualized Mathematics Systems, etc.)	32.33
13	Raise in minimum salary for starting teachers	31.63
14	Learning centers equipment (carpet, rocking chair, aquarium, lamps, etc.)	30.52
15	Expenses paid for certificate renewal	27.65
16	Specialists to develop and evaluate new curriculum for slow learners	26.20
17	Extra supplement pay for teachers of slow learners	20.36
18	Additional textbooks (supplementary, etc.)	20.27
19	Other - Teacher Benefits	17.22
20	Pay rate established for extra duty (buses, lunchroom . . .)	17.05
21	District specialists in reading, language arts, science, math	15.49
22	Other - New Personnel	12.46
23	Diagnostic testing materials (reading, etc.)	11.48
24	Other - Instructional materials	4.13
	TOTAL	$1000.00